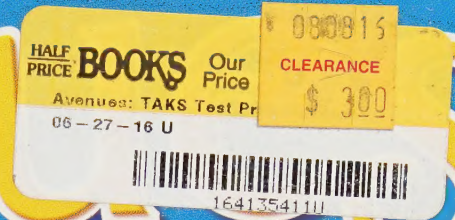


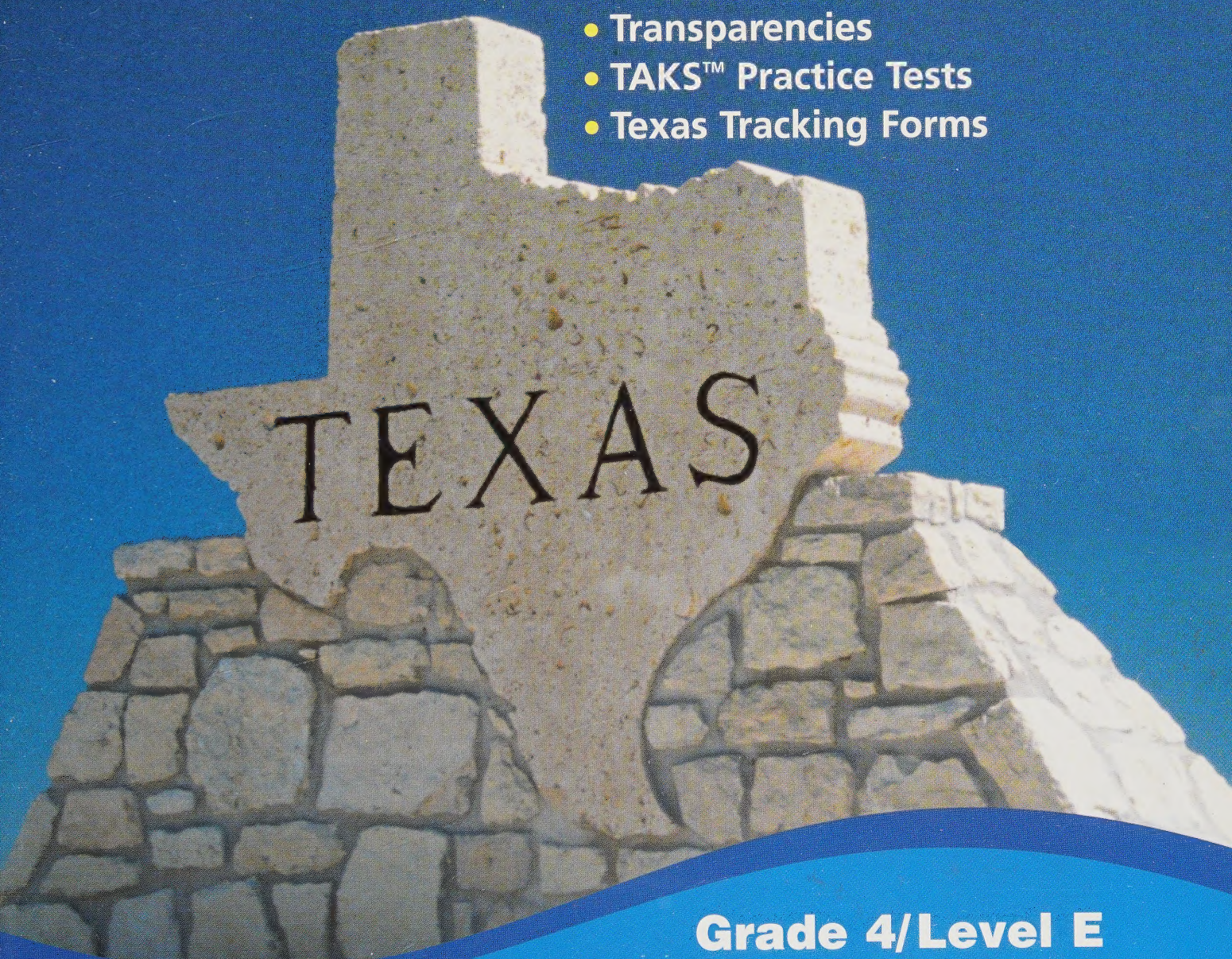
HAMPTON-BROWN

Avenues



TAKS™ TEST PREP RESOURCES

- Transparencies
- TAKS™ Practice Tests
- Texas Tracking Forms

A large, light-colored stone archway is the central focus of the lower half of the cover. The word 'TEXAS' is carved in a serif font across the top of the arch. The arch is constructed from rough-hewn stones and is set against a solid blue background.

TEXAS

Grade 4/Level E

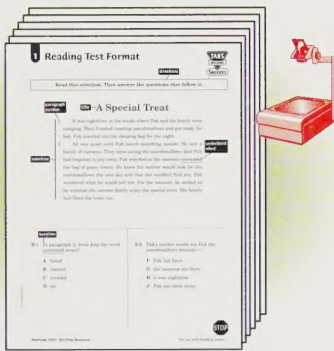
TAKS™ Test Prep Resources

Avenues provides the solid instruction, and the **TAKS™ Test Prep Resources** builds the test-taking skills, strategies, and confidence your English learners need as they approach the TAKS™ administration.

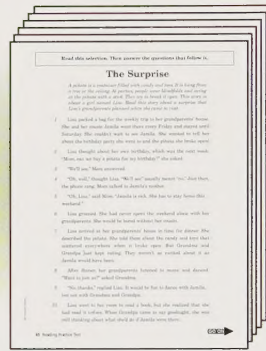


*Bil-ESL Department
Carrollton-Farmers Branch ISD*

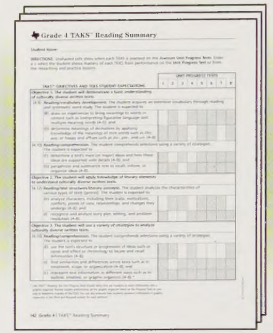
READING



6 Transparencies
and
Reading Lessons



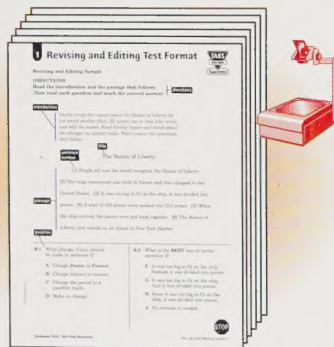
Reading Practice Test



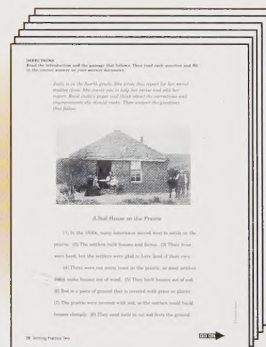
Texas Tracking Forms

- Student Profiles
- Class Profiles
- TAKS™ Reading Summary

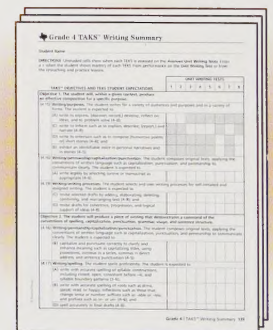
WRITING



6 Transparencies
and
Writing Lessons



Writing Practice Test



Texas Tracking Forms

- Student Profiles
- Class Profiles
- TAKS™ Writing Summary

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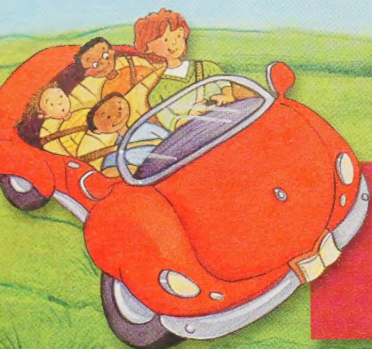
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Road Map to TAKS™ Success



August
Unit 1

Teach
the
TEKS

**TEST
PREP**

Teach
the
TEKS

December
Unit 4

Teach
the
TEKS

Test and Track
the TEKS

Teach
the
TEKS

**TEST
PREP**

**TEST
PREP**

Teach
the
TEKS

Test and Track
the TEKS

February
Unit 5

Teach
the
TEKS

April
Unit 7

Test and Track
the TEKS

Teach
the
TEKS

**TEST
PREP**

Teach
the
TEKS

**TEST
PREP**

Teach
the
TEKS

Test and Track
the TEKS



Welcome to
TAKS™ Reading Town

TEST PREP

- ☒ Test Strategies
- ☒ Practice Test



Take TAKS™ Reading

Test and Track
the TEKS

October
Unit 2

Teach
the
TEKS

**TEST
PREP**

Teach
the
TEKS

November
Unit 3

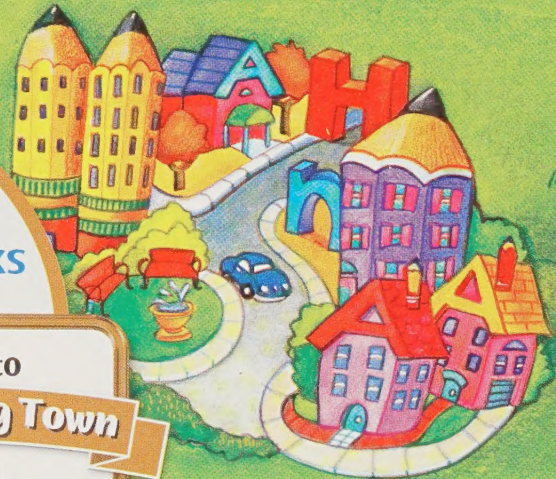
Test and Track
the TEKS

Teach
the
TEKS

**TEST
PREP**

Teach
the
TEKS

Test and
Track
the TEKS



Welcome to
TAKS Writing Town

TEST PREP

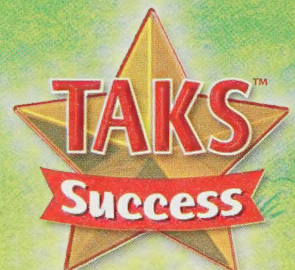
- ☒ Test Strategies
- ☒ Practice Test



Take TAKS™ Writing

Teach
the
TEKS

March
Unit 6



Teach
the
TEKS

**TEST
PREP**

Teach
the
TEKS

Test and Track
the TEKS



1 Teach the TEKS

Your **Avenues Teacher's Edition** makes it easy to teach, model, practice, apply, and assess students' growing mastery of the TEKS.

- Clear objectives with every lesson
- Skills tested on the Unit Progress Test are always marked **T**
- English learners practice the skill at their own level of proficiency
- TEKS and TAKS™ at point of use

DAY 5

OBJECTIVES

Reading Strategies Use Text Structures (sequence chain); Use Graphic Organizers

Critical Thinking, Comprehension, and Literary Analysis **T** Identify Sequence; Make Inferences; Relate Cause and Effect; Draw Conclusions; Compare Illustrations; Respond to Literature

Listening and Speaking Retell a Story; Engage in Discussion; Express Ideas and Opinions

Representing Sequence Chain

Multi-Level Strategies

Retellings



ELA/ESL TEKS & TAKS

TEKS 4.5F(6) Support spoken ideas with examples
TEKS 4.10E Use text structure or progression of ideas to locate and recall information
TAKS READING OBJECTIVE 3
TEKS 4.10H(1,2) Draw inferences and support them with text evidence
TAKS READING OBJECTIVE 4
TEKS 4.10I Find similarities and differences across texts
TAKS READING OBJECTIVE 3
TEKS 4.10K Answer different types and levels of questions
TEKS 4.10L Represent text information
TAKS READING OBJECTIVE 3
TEKS 4.11A(2) React in response to texts
TEKS 4.11B Interpret text ideas through discussion
TEKS 4.11C Support responses by referring to text and experiences
TAKS READING OBJECTIVE 4
TEKS 4.24A Interpret and evaluate ways visual image-makers represent meanings
TEKS 4.28E Express ideas and feelings
TEKS 4.29K Retell the order of events

Think and Respond

1 Strategy: Sequence of Events

ELA/ESL TEKS 4.10E, 4.10I

Read aloud the first paragraph on page 284. Then model how to fill in the first event. To help students fill in subsequent events, ask: **What happens next?** For Beginners, relate the events to the pictures in the story. Students can draw or write to fill out their graphic organizers.

2 Retell the Story

ELA/ESL TEKS 4.29K

Choose a retelling option in the **Multi-Level Strategies** to involve all students. To evaluate the retellings, students can list criteria, for example:

1. coverage of key events
2. correct order of key events.

BEGINNING

Encourage students to point to pictures to support their retellings. Prompt as needed:

- First, I _____.
- Next, I _____.
- Then, _____.

INTERMEDIATE ADVANCED

Remind students to use *I, me, my, we, us, and our* to tell the story from Ba's point of view. Post sequence words, such as *first, after, next, then, later, in the spring, finally, and at last*. Challenge students to use all the sequence words in their retellings.

Encourage students to take their sequence chains home and retell the story to their families.

CLOSE AND ASSESS

Have students tell about something that happened to them, putting the events in the correct sequence.

■ Practice Book page 75

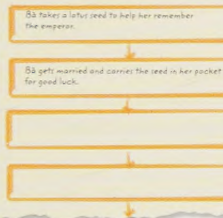
Think and Respond

Strategy: Sequence of Events

The order of events in a story is called the sequence of events. Look for sequence words like *then*, *last*, and *one day* to follow the events.

Make a sequence chain for "The Lotus Seed."

The Lotus Seed



Retell the Story

Pretend you are Ba. Use your sequence chain to retell the story to a partner. Use sequence words to tell the order of the events.

Talk It Over

- 1 Personal Response** How did this story make you feel? Why?
- 2 Inference** Why do you think it was so important for Ba to have something to remember the emperor by?
- 3 Cause/Effect** Name three changes in Ba's life. What caused each change?
- 4 Conclusion** Ba gave each grandchild a lotus seed. Was the seed important to her granddaughter? Tell how you know.

Compare Illustrations

Look at the illustrations in "The Lotus Seed" and "Twister." How do the illustrations in each story make you feel?



Student Book pages 284–285

- The **Avenues Practice Books** provide ample practice to master skills

Graphic Organizer: Sequence Chain

The Lotus Seed

- ☐ Review "The Lotus Seed."
- ☐ Complete the sequence chain.

Ba takes a lotus seed to help her remember the emperor.

Ba gets married and carries the seed in her pocket for good luck.

Practice Book

Graphic Organizer: Sequence Chain

The Lotus Seed

- ☐ Review "The Lotus Seed."
- ☐ Complete the sequence chain.

Ba takes a lotus seed to help her remember the emperor.

Ba gets married and carries the seed in her pocket for good luck.

Ba's husband goes off to war and Ba raises her children alone.

Ba moves to a new land and takes the lotus seed with her. Ba and her family work very hard.

Ba's grandson steals the lotus seed but forgets where he plants it. Ba cries.

The lotus blooms, and Ba gives each grandchild a seed.

Ba's granddaughter hides her seed and plants to give it to her children.

Practice Book page 75

Talk It Over

- 1. Personal Response** Encourage students to give examples of specific events in the story to explain their feelings.
- 2. Inference** Sample answer: *Ba wants to remember a happy time in Vietnam before the emperor lost his throne.*
- 3. Cause/Effect** Students should identify each change and what caused it, for example: *Ba has to raise her children alone because her husband went to war.*
- 4. Conclusion** Yes, it was important to her. *She hid it in a secret place.*

ELA/ESL TEKS 4.5F(6), 4.10E, 4.10M(1,2), 4.10K, 4.11A(3), 4.11B, 4.11C, 4.28E

Compare Illustrations

To help students compare illustrations, review "Twister" on pages 134–164. Prompt students to consider how illustrations express feelings through

- colors
- lines
- movement

Then have partners choose a third book or selection and compare its illustrations to those in "The Lotus Seed."

ELA/ESL TEKS 4.10I, 4.24A

2 Test Prep

Every unit in the **Avenues Student Books** helps students practice the TEKS skills and test-taking strategies they need to succeed on the TAKS™ tests.

- Direct instruction in TEKS. This lesson covers:

TEKS 4.10H

Draw inferences such as conclusions or generalizations and support them with text evidence

- Thought balloons model the skill for students

Comprehension Skill

Draw Conclusions

When you read and **draw conclusions**, you figure out things on your own. To draw a conclusion:

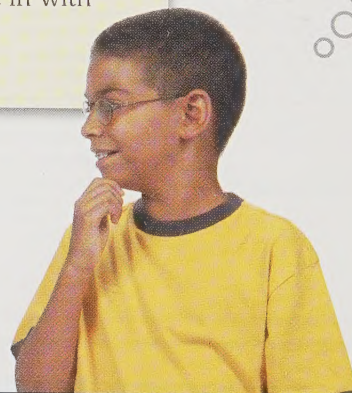
- ✓ Read carefully.
- ✓ Think about the details the author gives you.
- ✓ Combine the details with what you already know.

Try the strategy.

New Ways

In China, students do not call their teachers by name. They use *laoshi*, the word for “teacher.” When Tsang Ying first went to school in the United States, he said, “Good morning, teacher,” every morning. Then Tsang Ying discovered that everyone else in his class called his teacher “Ms. Morris.” Soon he fit in with the rest of his classmates.

Other students called the teacher by her name. Soon Tsang Ying fit in with his classmates, so I can guess that he started to call her “Ms. Morris,” too.



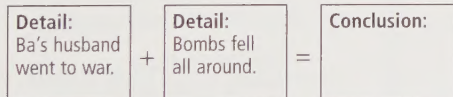
- Items simulate TAKS™ Reading formats, with graphic organizers

Practice

Take this test and **draw conclusions** about "The Lotus Seed."


Read each item. Choose the best answer.

- Which detail helps you draw this conclusion: Bà liked the emperor.
 A She saw the emperor cry.
 B She went into the Imperial Garden.
 C She sneaked down to the silent palace.
 D She wanted something to remember him by.
- What conclusion can you draw about the girl who tells the story?
 A She has her own children.
 B She likes to plant flowers.
 C She thinks the seed is very special.
 D Lotus flowers have always been important to her.
- Look at this diagram.



What is the best conclusion you can draw?

- Bà wanted to stay in Vietnam.
- Bà's husband was a good soldier.
- Bà had to leave Vietnam to be safe.
- Bà had always wanted to see the United States.

 **Test Strategy**
 Read parts of the story again. Then choose your answer.

- The **Avenues Practice Books** contain additional practice

Name _____ Date _____

Comprehension Skill
Draw Conclusions

Read the passage below. Think about how to draw conclusions.

Two Cultures, Two Friends

1 Jin came to the United States from Korea. The new way of life in America was hard for her. At first, Jin knew only a few English words. It was not easy for Jin to make friends. She could not understand what the other students said. She could not say what she wanted to say.


2 Another girl in Jin's class was from Korea, too. Her name was Cho. Cho came to this country a year ago. She helped Jin understand new words. She showed Jin many of the customs in the United States.

3 Cho and Jin talked about American culture and Korean culture. They laughed about how they were alike and different. It felt good to talk to someone who knew about both cultures.

4 In Korea, you take off your shoes when you visit someone at home. Here, many people wear their shoes at home. In Korea, people use both hands to give or accept a gift. This country does not follow that custom.

5 Jin did not eat the school lunches at first. She brought her lunch from home. Finally, Cho encouraged her to try the school lunches. Jin liked pizza and hamburgers. She said Cho still liked to bring her lunch from home a few days a week.


6 At the end of the school year, Jin thanked Cho for all her help. She told Cho, "You are a great friend." Cho smiled.



Now take the test on page 77.

76 Unit 5 | Cultural Ties For use with TE pp. 7288-7289

Name _____ Date _____

 **Test Strategy**
 Read parts of the article again. Then choose your answer.

Read each item. Choose the best answer.

1 Which detail helps you draw this conclusion: Jin and Cho had something in common.
☐ Jin liked pizza and hamburgers.
☐ Jin knew only a few English words.
☐ Jin could not say what she wanted to say.
☒ Jin and Cho knew about American and Korean culture.

2 What conclusion can you draw about Cho after reading the passage?
☒ Cho liked to help Jin.
☐ Cho didn't know much English.
☐ Cho will move back to Korea soon.
☐ Cho doesn't have any brothers or sisters.

3 Look at this diagram.

Detail: Jin didn't know much English.	+	Detail: Cho helped Jin understand new words.	=	Conclusion:
--	---	---	---	-------------

What is the best conclusion you can draw from these details?
☐ Jin still cannot speak English.
☒ Jin speaks better English now.
☐ Jin likes to write stories in English.
☐ Jin does not watch much television.

Unit 5 | Cultural Ties 77

3 Test the TEKS

The **Unit Progress Tests** and the **Unit Writing Tests** in the **Avenues Assessment Handbook** are your way to measure students' progress at the end of each unit.

Name _____ Date _____

UNIT 5
ADVANCED PROGRESS TEST

COMPREHENSION / CRITICAL THINKING

Good Food, Good Friends!, continued

Name _____ Date _____

UNIT 5
ADVANCED PROGRESS TEST

COMPREHENSION / CRITICAL THINKING

DIRECTIONS Read the selection. Then read each item. Choose the best answer. Mark your answer. (3 points each)



Good Food, Good Friends!

Grandpa is the best chef in the world. He learned to cook at home in the Philippines, and now he is teaching me.

Last week, we made our favorite dish called *pancit*. *Pancit* is full of tasty things like pork and rice noodles. While we cooked, our apartment smelled so good that it gave me a great idea. "Grandpa, let's invite our neighbors to eat *pancit* with us."

"That's a good idea, Alina," Grandpa said to me. "Ask our neighbors to come tonight. We have plenty of food."

In our building, there are four apartments. First I went to invite Mr. Sahni. He was cooking, too, but he said, "I will come and bring lamb curry, a dish from India."

Next I invited the Nguyen family. They were cooking beef and rice noodles. "We will come, and we will bring *pho*, a delicious Vietnamese stew," they said.

e a new family lived,
o eat with my family

The last person to
he brought *arroz con*

I talked and laughed,
when everyone

er our door. "This is for
lead it."

Neighbors, Evening Friends

good; we ate it all.
ites were very small!

re fun; some lost, some won.
games are over and done.

ighbors but left as friends.
ndship never ends!

ors, evening friends.

Mrs. Lopez

© Hampton-Brown

GO ON →

53

GO ON →

Across the year, these tests measure and report mastery of all TEKS tested on the TAKS™ Reading and Writing Tests.

● Each **Unit Progress Test** checks students' mastery of vocabulary, grammar, and comprehension / critical thinking

● Each **Unit Writing Test** (not shown) measures revising and editing skills tested on TAKS™ Writing

Name _____ Date _____

UNIT 5
ADVANCED PROGRESS TEST

COMPREHENSION / CRITICAL THINKING

25 Look at the sequence chain. Which of these goes in the blank for number 25?

Ⓐ Mrs. López writes to Alina.
Ⓑ The apartment is full of people.
Ⓒ Alina and Grandpa cook *pancit*.
Ⓓ The Nguyens say they will bring some *pho*.
ELA/ESL TEKS 4 10E

26 Look at the sequence chain. Which of these goes in the blank for number 26?

Ⓕ Alina invites Mr. Sahni.
Ⓖ Alina goes to the last apartment.
Ⓗ Grandpa and Alina start to cook.
Ⓙ Alina and Grandpa find something under their door.
ELA/ESL TEKS 4 10E

Sequence Chain

25

↓

Alina invites the neighbors to dinner.

↓

The neighbors come for dinner. They eat, talk, laugh, and play games.

↓

26

↓

27 The neighbors like each other. How do you know?

Ⓐ A lady opened the door.
Ⓑ The apartment smelled good.
Ⓒ Grandpa learned to cook in the Philippines.
Ⓓ Everyone ate and talked and laughed.
ELA/ESL TEKS 4 10H

28 Which of these is true about Alina?

Ⓕ She likes to eat alone.
Ⓖ She likes to make new friends.
Ⓗ She does not like to play games.
Ⓙ She likes *pancit* better than *arroz con pollo*.
ELA/ESL TEKS 4 10H

29 The author wrote this selection to —

Ⓐ entertain you
Ⓑ express feelings
Ⓒ give you information
Ⓓ explain how to do something
ELA/ESL TEKS 4 12C

30 To thank Alina and Grandpa, Mrs. López wrote a —

Ⓕ poem
Ⓖ folk tale
Ⓗ short story
Ⓙ news article
ELA/ESL TEKS 4 12G

STOP

Unit 5 | Cultural Ties

54

Comprehension Subtest

TESTED TEKS

TEKS 4.10E Use progression of ideas to locate and recall information
TAKS™ READING OBJECTIVE 3

TEKS 4.10H Draw inferences and support them with text evidence and experience
TAKS™ READING OBJECTIVE 4

TEKS 4.12C Identify purposes of different types of texts
TAKS™ READING OBJECTIVE 3

4 Track TEKS Mastery

Student Profiles in the **TAKS™ Test Prep Resources** are customized to show TEKS tested on TAKS™ Reading and Writing. Use the profiles to track mastery of the tested TEKS.

- Unit Progress Tests report on specific Reading TEKS
- Unit Writing Tests (not shown) report on specific Writing TEKS

Unit 5 • Student Profile for Advanced Progress Test

DIRECTIONS Record the student's name and test date. Use the **Answer Key** on page 54a of the Assessment Handbook to score the student's test. Then, in the Student Profile, circle the item number of each correct answer and circle the plus or minus sign to indicate mastery. Calculate the subtest scores and then the total test score. To help you group students for reteaching, transfer the minus sign for any unmastered skill to the **Class Profile** (page 125).

Student Name Mindy Garcia

Date Feb. 12

Subtest	Tested Skills	ITEM ANALYSIS		TEST SCORES
		Item Numbers	Mastery	No. Correct × Points = Score
VOCABULARY	Key Words	1 2 3 4 5 6 7 8 9 10	8 out of 10 + -	<u>9</u> × 4 = 36/40
GRAMMAR	Nouns and Pronouns	11 12 13 14 15 16 17 18	6 out of 8 + -	<u>7</u> × 3 = 21/24
COMPREHENSION / CRITICAL THINKING	Identify Sequence <small>TAKS™ READING OBJECTIVE 3 TEKS 4.10E Use the text's progression of ideas such as chronology to locate and recall information</small>	20 21 25 26	3 out of 4 + -	<u>11</u> × 3 = 33/36
	Draw Conclusions <small>TAKS™ READING OBJECTIVE 4 TEKS 4.10H Draw inferences such as conclusions and support them with text evidence TEKS 4.11C Support responses by referring to relevant text</small>	22 23 27 28	3 out of 4 + -	
	Distinguish Literary Forms and Purposes <small>TAKS™ READING OBJECTIVE 3 TEKS 4.12C Identify the purposes of different types of texts TAKS™ READING OBJECTIVE 4 TEKS 4.12B Recognize that authors organize information in specific ways</small>	19 24 29 30	3 out of 4 + -	
TOTAL UNIT 5 PROGRESS TEST				90/100

Note: TEKS listed are those tested on TAKS™ Reading.

Class Profiles, also customized for Texas, allow you to group students who need reteaching and practice.

Unit 5 • Class Profile for Progress Test Date Feb. 13

DIRECTIONS Use the Unit 5 Student Profiles to complete this chart. In each row, write the student's name, fill in the bubble for the test form taken, and mark a minus sign (-) for any skill not yet mastered. Then group students and use the reteaching ideas and practice exercises to help students reach mastery.

Student Name	Test Form	TESTED SKILLS				
		Key Words	Nouns and Pronouns	Identify Sequence TAKS • READING OBJECTIVE 3 TEKS 4.10E	Draw Conclusions TAKS • READING OBJECTIVE 4 TEKS 4.10H, 4.11C	Distinguish Literary Forms and Purposes TAKS • READING OBJECTIVE 3 TEKS 4.12A TAKS • READING OBJECTIVE 4 TEKS 4.12B
Charlie Blackfoot	(B) (I) (A)			-		-
Mindy Garcia	(B) (I) (A)					
Gina Hayashi	(B) (I) (A)				-	
Stella Jones	(B) (I) (A)	-				-
Jinhee Kim	(B) (I) (A)					
Ho-Young Lee	(B) (I) (A)	-	-			-
Don López	(B) (I) (A)					
Francine Lu	(B) (I) (A)	-	-	-		-
Anna Park	(B) (I) (A)					
Luke Pérez	(B) (I) (A)		-		-	-
Irena Putin	(B) (I) (A)	-			-	
Katie Reyes	(B) (I) (A)			-		-
Barbie Singri	(B) (I) (A)					
	(B) (I) (A)					
	(B) (I) (A)					
	(B) (I) (A)					
	(B) (I) (A)					
	(B) (I) (A)					
	(B) (I) (A)					
	(B) (I) (A)					
RETEACHING RESOURCES		AH T38	AH T40 EAYC 244, 246-249	LB TG	LB TG	LB TG
PRACTICE EXERCISES		PB 71, 79	EAYC 386, 387-389	PB 75	PB 76-77	

● See at a glance which students to group for reteaching

● Find reteaching resources here for each skill

KEY: AH: Assessment Handbook
LB TG: Leveled Books Teacher's Guide
EAYC: English at Your Command!
PB: Practice Book

4 Track TEKS Mastery, continued

The **TAKS™ Reading Summary** and the **TAKS™ Writing Summary** in the **TAKS™ Test Prep Resources** show all the TEKS assessed on the TAKS™ tests. Here you can see student mastery of the critical TEKS in a cumulative way.

- After you give each Unit Progress Test, transfer a + sign to this form to track the Reading TEKS the student has mastered
- Use the Unit Writing Test and the TAKS™ Writing Summary (not shown) to track the Writing TEKS

Grade 4 TAKS™ Reading Summary

Student Name _____

DIRECTIONS Unshaded cells show when each TEKS is assessed on the *Avenues Unit Progress Tests*. Enter a + when the student shows mastery of each TEKS from performance on the *Unit Progress Test* or from the reteaching and practice lessons.

TAKS™ OBJECTIVES AND TEKS STUDENT EXPECTATIONS		UNIT PROGRESS TESTS							
		1	2	3	4	5	6	7	8
Objective 1. The student will demonstrate a basic understanding of culturally diverse written texts.									
(4.9) Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to									
(B) draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words (4-5); and									
(D) determine meanings of derivatives by applying knowledge of the meanings of root words such as <i>like</i> , <i>pay</i> , or <i>happy</i> and affixes such as <i>dis-</i> , <i>pre-</i> , and <i>un-</i> (4-8).									
(4.10) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to									
(F) determine a text's main (or major) ideas and how those ideas are supported with details (4-8); and									
(G) paraphrase and summarize text to recall, inform, or organize ideas (4-8).									
Objective 2. The student will apply knowledge of literary elements to understand culturally diverse written texts.									
(4.12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to									
(H) analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4-8); and									
(I) recognize and analyze story plot, setting, and problem resolution (4-8).									
Objective 3. The student will use a variety of strategies to analyze culturally diverse written texts.									
(4.10) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to									
(E) use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information (4-8);									
(I) find similarities and differences across texts such as in treatment, scope, or organization (4-8); and									
(L) represent text information in different ways such as in outline, timeline, or graphic organizer (4-8).*									

* Like TAKS™ Reading, the Unit Progress Tests include items that ask students to insert information into a graphic organizer. Review student performance on the graphic organizer items on the Progress Tests as one way to determine mastery of this TEKS. You can also evaluate how students represent information in graphic organizers in the Think and Respond activity for each selection.



5 Prep for TAKS™

As each test date approaches, use the materials in this book to prepare your students for TAKS™ success.

Lessons and Transparencies

The **TAKS™ Lessons and Transparencies** familiarize your students with the TAKS™ Writing and Reading Tests and reinforce test-taking skills and strategies.

Writing Lessons/Transparencies	Reading Lessons/Transparencies
1 Revising and Editing Test Format	1 Reading Test Format
2 Revising and Editing a Passage	2 Mark the Answer
3 Grammar, Usage, Mechanics, Spelling	3 Look for Key Words
4 Sentence Fluency	4 Choose the Best Answer
5 Focus and Coherence	5 Reread
6 Unlocking the Writing Prompt	6 Graphic Organizers
	7 Paired Selections [lesson only]
	8 Check Your Answers [lesson only]

Practice Tests

The **Writing and Reading Practice Tests** contain multiple passages, the same number that appear on the corresponding TAKS™ test. Assign each Practice Test to be completed in one sitting to simulate a complete practice experience, or use the passages individually as practice after a few transparency lessons.

For more practice, use items from a prior year's released TAKS™ test available online at the Texas Education Agency Web site:

www.tea.state.tx.us/student.assessment/resources/release/index.html.

Get Ready for TAKS™ Writing!

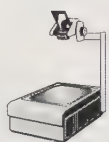


• Test-Taking Skill Lessons	16
• Writing Practice Test	28
• TAKS™ Writing License	47

Revising and Editing Test Format

Materials

- Writing Transparency 1
- photocopy of Writing Transparency 1, one per student
- highlighter, one per student



Use Writing Transparency 1 with: Writing Test Questions S-1, S-2

① Teach / Model

Distribute photocopies of **Writing Transparency 1**. Then display the transparency, pointing out the labeled parts of the test—the directions, introduction, title, numbered sentences, passage, and questions. Say:

- ▶ **What do the directions tell you to do?** (Read the introduction, passage and questions; fill in the answer.)
- ▶ **What does the introduction tell you about the passage?** (It is a report about the Statue of Liberty by a boy named Carlos.)
- ▶ **What does the introduction tell you to do?** (Revise and edit the report, answer the questions.)

Ask: **What is the title of the passage?** (“The Statue of Liberty”) Point to the first sentence and explain that each sentence in the passage is numbered. Have students circle each sentence number. Then have students read the passage.

Read question S-1. Say:

- ▶ **Question S-1 is about sentence 2 in the passage.**
- ▶ **Highlight the words *sentence 2* in the question.**
- ▶ **Then find sentence 2 in the passage. Highlight it.**
- ▶ **Read sentence 2. Do you see anything wrong? What?**
(The proper noun, *France*, is not capitalized.)

Elicit students’ responses. Then read question S-1 again with the answer choices. Say: **What is the correct answer?** (A)

Point out that some sentences have no mistakes. When students do not see a mistake, they should mark *D Make no change*.

② Practice

Have students repeat the procedure with question S-2:

- ▶ **Highlight the words *sentence 3* in the question.**
- ▶ **Then find sentence 3 in the passage. Highlight it.**
- ▶ **Read sentence 3. What is wrong with it? How can it be revised?**

Elicit students’ responses. Then read question S-2 again with the answer choices. Explain that if students do not see a mistake, they should mark *J No revision is needed*. Have students identify the correct answer. (H)

Then point out the STOP sign and explain that this sign means to stop working when students have finished the questions on that page.



Revising and Editing Sample

DIRECTIONS

Read the introduction and the passage that follows. Then read each question and fill in the correct answer on your answer document.

directions

introduction

Carlos wrote this report about the Statue of Liberty for his social studies class. He wants you to help him revise and edit the report. Read Carlos's report and think about the changes he should make. Then answer the questions that follow.

title

The Statue of Liberty

sentence number

(1) People all over the world recognize the Statue of Liberty.

(2) The huge monument was built in france and then shipped to the United States. (3) It was too big to fit on the ship, it was divided into pieces. (4) A total of 350 pieces were packed into 214 crates. (5) When the ship arrived, the pieces were put back together. (6) The Statue of Liberty now stands on an island in New York Harbor.

passage

question

S-1 What change, if any, should be made in sentence 2?

- A** Change *france* to **France**
- B** Change *United* to **united**
- C** Change the period to a question mark
- D** Make no change

S-2 What is the BEST way to revise sentence 3?

- F** It was too big to fit on the ship because it was divided into pieces.
- G** It was too big to fit on the ship. And it was divided into pieces.
- H** Since it was too big to fit on the ship, it was divided into pieces.
- J** No revision is needed.



Revising and Editing a Passage

Materials

- Writing Transparency 2
- photocopy of Writing Transparency 2, one per student
- overhead marker

1 Teach / Model

Distribute photocopies of **Writing Transparency 2**, then display the transparency. Explain that the composition was written by a student named Matt. Say:

- ▶ **Matt's teacher asked him to write a composition about his favorite thing to do on the weekend.**
- ▶ **We will revise and edit Matt's composition.**

Begin with step 1, **Revise**. Say: **When you revise, start by reading the whole composition.** Have students revise their copies of the composition. Then revise the composition together. See the annotations on page 19 for suggested revisions.

Does the composition make sense and flow smoothly?

- **paragraph 1** The ideas follow one another in a logical way.
- **paragraph 2** Sentence 12 interrupts the flow of ideas and should come after sentences 13 and 14.

Are the details interesting and all about the topic?

- Matt has included details that help readers see how much he likes bikes.
- All of the details tell about bike riding.

Do any sentences need to be changed?

- **sentence 3** Words are repeated. Delete them.
- **sentence 4** This is not a complete sentence.
- **sentences 5, 6, 7** These sentences are short and choppy. Combine them.
- **sentence 15** This sentence isn't clear. Clarify it.

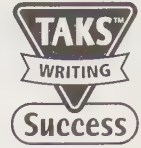
Move on to step 2, **Edit**. Explain: **When you edit, you proofread for mistakes in spelling, capitalization, punctuation, and grammar.**

Have students edit their copies of the composition. Then elicit their suggestions as you model the editing process. Read each sentence aloud and make corrections to spelling, capitalization, punctuation, and grammar on the transparency.

2 Practice

Have students write a composition on a given topic or select a draft they are currently working on. Then have them trade papers with a partner and revise and edit the work using the list at the top of **Writing Transparency 2**.

2 Revising and Editing a Passage



1 Revise.

- ☐ Does the composition make sense and flow smoothly?
- ☐ Are the details interesting and all about the topic?
- ☐ Do any sentences need to be changed?

2 Edit.

- ☐ Are spelling, capitalization, punctuation, and grammar correct?

Proper nouns begin with a capital letter.

Wrong word

Details help the reader picture the bikes.

Use the correct pronoun.

Don't repeat words.

Add a subject and verb to make this sentence complete.

Combine short, choppy sentences into one long, smooth sentence.

An exclamation point shows excitement.

This sentence is in the wrong place. Put it after sentence 14.

This sentence is not clear.

Use apostrophes for contractions (we are).

Look for misspelled words.

(1) I like to ride my bike on the weekend. (2) On
~~saturdays~~, I ride to my friend Tony's. (3) ~~My friend~~
 Tony has a bike, ~~to~~ ^{too} (4) ~~An~~ ^{It is an} old bike that his brother
 gave him. ~~(5) It's rusty.~~ ^{It's rusty and the seat is ripped, but it works fine.} (6) ~~The seat is ripped.~~
 (7) ~~It works fine.~~ (8) My bike is brand new. (9) I
 got it for my ~~B~~irthday. (10) What a great present!
 (11) ~~Me and Tony~~ ^{Tony and I} usually ride to the park.
 (12) Then we play soccer with some other kids there.
 (13) As soon as we get there, I lock my bike. (14) I
 don't want anyone to take it! (15) Soccer is fun, but
 riding my bike better.
 I like my bike. (16) I can't wait until next weekend!
 (17) ~~Were~~ ^{We're} going to ride to the forest ~~prezerve~~ ^{preserve}.

Grammar, Usage, Mechanics, Spelling

Materials

- Writing Transparency 3
- TAKS™ Writing Practice Test, pages 28–30, one per student
- highlighter, one per student



Use Writing Transparency 3 with: Writing Test Questions 1, 2, 3, or any question beginning *What change, if any, should be made . . . ?*

1 Teach / Model

After you distribute the **Writing Practice Test**, have students read passage 1, "A Sod House on the Prairie," and question 1. Display **Writing Transparency 3**. Ask: **Which sentence is question 1 about?** (sentence 1)

Have students highlight sentence 1 as you write the number and the sentence on the transparency.

Next, read the rhyme aloud, emphasizing the rhythm. Explain that the rhyme reminds students what kinds of mistakes to look for. Each line tells what to check:

- **line 1** spelling, including homonyms (words that sound the same but are spelled differently)
- **line 2** punctuation: commas, apostrophes, end marks
- **line 3** capitalization: proper nouns, first word in sentence
- **line 4** subject-verb agreement
- **line 5** pronoun agreement
- **line 6** double-check everything. There could be other kinds of mistakes, too.

Ask: **Do you see a mistake in sentence 1?** (The initial *a* in *americans* should be capitalized because it is a proper noun.) Say:

- ▶ **If you see a mistake, mark the answer and go on.**
- ▶ **If you don't see a mistake, use the rhyme to help you check.**

Explain that sentences might have mistakes other than those listed in the rhyme, such as incorrect use of adverbs and adjectives. Also point out that if there is no mistake, students mark the last answer choice, *D Make no change*.

2 Practice

Repeat with question 2. Have students read and highlight sentence 4 as you write the number and the sentence on the transparency. Ask:

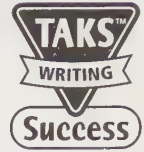
- ▶ **Do you see a mistake?**
- ▶ **Recite the rhyme to yourself to remember what to check.**

Then read the rhyme aloud together. Point out that *didnt* is missing an apostrophe: *didn't*. Ask:

- ▶ **Which line in the rhyme tells about the mistake in sentence 4?** (line 2, *Is each punctuation mark there? Should it stay?*)

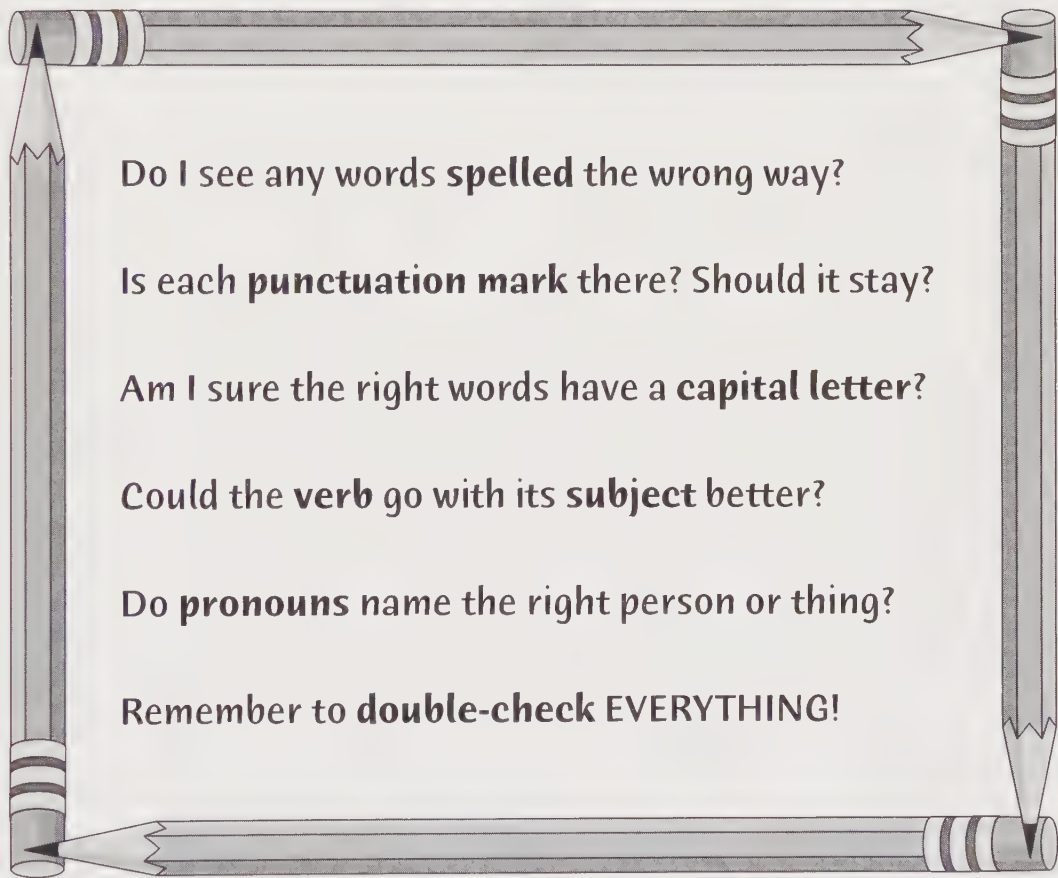
Have students work in pairs to complete question 3 and other questions that begin with *What change, if any, should be made . . . ?* Encourage them to recite the rhyme together.

3 Grammar, Usage, Mechanics, Spelling



- ① Read the question.
- ② Read and highlight sentence _____.

- ③ Use the rhyme to help you check for mistakes.

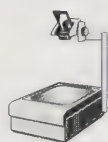


- ④ Read the answer choices. Do you see your answer?

Sentence Fluency

Materials

- Writing Transparency 4
- TAKS™ Writing Practice Test, pages 31–33, one per student
- highlighter, one per student



Use Writing Transparency 4 with: Writing Test Questions 5, 12, 14, 16, 18, 27

① Teach / Model

After you distribute the **Writing Practice Test**, have students read passage 2, “One of a Kind.” Display **Writing Transparency 4**. Explain sentence fluency:

- ▶ Sentence fluency means that sentences read smoothly and their meaning is clear. You can combine or rewrite sentences to make them better.

Read aloud question 12 as you write it on the transparency. Point to the three boxes and ask: **Is this question about combining sentences, rewriting sentences, or making sentences complete?** (rewriting sentences) Check the box next to Rewrite Sentences. Explain:

- ▶ When words are repeated, sentences don’t read smoothly.
- ▶ You can rewrite these sentences so they sound better and read smoothly.

Read aloud sentence 19, pointing out the repetition of *people capture them*. Then read the answer choices. Ask: **Which answer choice reads smoothly, without repeating words?** (J)

Repeat with question 14. Read question 14 as you write it on the transparency. Ask: **What is this question about?** (making sentences complete) Check the box next to Make Sentences Complete. Explain:

- ▶ A complete sentence has a subject and a verb. The sentence *The cat’s fur feels soft* is complete. *The cat’s fur* is not a sentence. *Feels soft* is not a sentence either.
- ▶ Sometimes you might see a “sentence” that is missing a subject or a verb. It is not complete.

Write sentence numbers 6, 12, 15, and 22 in the blank in step 2. Have students highlight those sentences in the passage. Read each sentence. Say:

- ▶ Sentences 6, 15, and 22 are complete.
- ▶ Sentence 12 has neither a subject nor a verb, so it is not complete. It doesn’t tell *what is* like the bristles on a brush.

② Practice

Have students reread passage 1, “A Sod House on the Prairie.” Write the text of question 5 on the transparency. Ask: **What is this question about?** (combining sentences) Have students highlight and read sentences 13 and 14. Say:

- ▶ Two short, choppy sentences usually sound better when they are combined into one sentence.
- ▶ What is the best way to combine sentences 13 and 14? (C)

4 Sentence Fluency



Question:

① What is the question about? Check one.

☐ **Combine Sentences**

Too many short sentences can sound choppy.
Put them together into one longer sentence.

☐ **Rewrite Sentences**

Some sentences don't sound good. They might
be confusing. Words might be repeated. Rewrite
them to read smoothly.

☐ **Make Sentences Complete**

A sentence tells a complete thought. It has a
subject and a verb.

② Read sentence(s) _____.
Think about what you checked above.

③ Choose the correct answer.

Focus and Coherence

Materials

- Writing Transparency 5
- TAKS™ Writing Practice Test, pages 37–39, one per student
- highlighter, one per student



Use Writing Transparency 5 with: Writing Test Questions 4, 9, 24, 28

① Teach / Model

After you distribute the **Writing Practice Test**, have students read passage 4, “Natalya’s Letter to Grandma.” Then display **Writing Transparency 5**. Explain how to revise a passage to make it easier to understand:

- ▶ You can add a sentence to give more information.
- ▶ You can delete, or take out, a sentence that doesn’t belong.

Read aloud question 24 as you write it on the transparency. Ask: **Is this question about adding a sentence or finding the sentence that doesn’t belong?** (adding a sentence) Check the appropriate box. Explain:

- ▶ For question 24, you need to add a sentence to give more information. The reader should know what *pirog* is.

Write 10 and 11 in the blanks in steps 1 and 2. Have students highlight the same two sentences in the passage. Explain:

- ▶ First, read sentence 10.
- ▶ Next, read the first answer choice.
- ▶ Then, read sentence 11.
- ▶ Does the first answer choice make sense? (no)

Explain how to recognize right and wrong answer choices:

- ▶ The right answer choice helps you understand the passage. It makes sense.
- ▶ Wrong answer choices aren’t closely related to the passage. They don’t help you understand it.

Continue with each answer choice. Then ask: **Which answer choice helps you understand the passage?** (J)

② Practice

Read question 28 as you write it on the transparency. Say:

- ▶ Is question 28 about adding a sentence or finding the one that doesn’t belong? (finding the one that doesn’t belong)
- ▶ A sentence that doesn’t belong might have something to do with the passage topic, but it is not closely related. It does not help you understand the paragraph or the passage.

Write sentence numbers 8, 13, 16, and 23 in the blanks in step 1. Have students highlight those sentences in the passage, then reread the passage. Say: **Which sentence doesn’t belong?** (H)

5 Focus and Coherence



Question:

What is the question about? Choose one and follow the steps.

Add a Sentence.

- ① Highlight sentences _____ and _____.
- ② First, read sentence _____.
Next, read the first answer choice.
Then, read sentence _____.
- ③ Repeat with each answer choice. Which one helps you understand the passage?

Find the sentence that does not belong.

- ① Highlight sentences _____, _____, _____, and _____.
- ② Reread the passage.
- ③ Which sentence is not needed?

Unlocking the Writing Prompt

Materials

- Writing Transparency 6
- TAKS™ Writing Practice Test, pages 40–44, one per student



1 Teach / Model

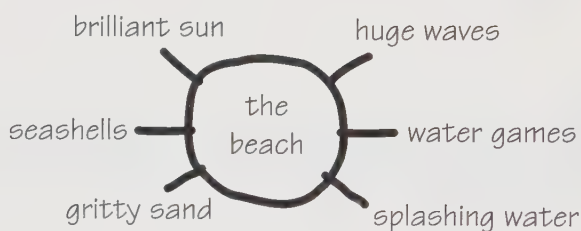
Distribute the **Writing Practice Test**. Explain that, for this part of the test, students will write a composition. Display **Writing Transparency 6**, pointing out the sample prompt. Then complete the prompt and read it aloud (for example, *Write a composition about your favorite place.*)

To make sure students understand the writing prompt, ask: **What do you need to write about?** Write the topic of the composition on the blanks in step 1.
(your favorite place)

Brainstorm topic ideas and write them in the blanks under step 2. Then choose one of the topic ideas and check the box. Next, set the purpose for writing. Say:

- ▶ The purpose of this composition is to describe.
- ▶ Include details to describe the place to the reader.
- ▶ The details tell what the place is like and why you like it.
- ▶ Record the details in a graphic organizer.

Have students turn to **Writing Practice Test** page 41 and read the directions at the top of the page. Model how to use a graphic organizer to plan the composition. Draw a cluster in the space on the transparency. Elicit students' suggestions as you write details about a place (for example, the beach) at the end of each line. Say: **Use interesting words that help the reader understand the beach better.**



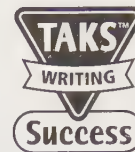
Next, have students turn to page 43. Point out that students will write the composition on the lines provided.

2 Practice

Summarize the steps to complete the composition. Say:

- ▶ Put your ideas in order so they make sense.
- ▶ Write a rough draft.
- ▶ Read what you wrote. Make sure the composition makes sense and the ideas flow smoothly.
- ▶ Reread. Correct mistakes in grammar, usage, mechanics, and spelling.

6 Unlocking the Writing Prompt



Write a composition about _____

prompt

① Topic: _____

② Topic ideas:

- ☐ _____
- ☐ _____
- ☐ _____

③ Choose a topic and plan the composition. Use a graphic organizer to brainstorm details.

④ Write your composition.

DIRECTIONS

Read the introduction and the passage that follows. Then read each question and fill in the correct answer on your answer document.

Julia is in the fourth grade. She wrote this report for her social studies class. She wants you to help her revise and edit her report. Read Julia's paper and think about the corrections and improvements she should make. Then answer the questions that follow.



Photo courtesy of © Bettmann/CORBIS.

A Sod House on the Prairie

(1) In the 1800s, many americans moved west to settle on the prairie. (2) The settlers built houses and farms. (3) Their lives were hard, but the settlers were glad to have land of their own.

(4) There were not many trees on the prairie, so most settlers didnt make houses out of wood. (5) They built houses out of sod.

(6) Sod is a piece of ground that is covered with grass or plants.

(7) The prairie were covered with sod, so the settlers could build houses cheaply. (8) They used tools to cut sod from the ground.

(9) Each piece of sod was like a big brick. (10) They stacked the pieces to make the walls, and then they built the roof.

(11) The roof was made with wooden poles, clay, grass, or other materials. (12) If it was not built right, it would collapse or rain would drip through. (13) Sometimes dirt fell from the ceiling.

(14) The settlers covered the ceilings with cloth. (15) Some settlers even grew flowers on their roofs to make their houses look pretty!

(16) Life on the prairie was rough, but it was not all bad.

(17) Sod houses were cool in the summer and warm in the winter.

(18) Settlers had the opportunity to farm their own land and to build a house, even if it was made out of sod.

1 What change, if any, should be made in sentence 1?

- A Change *americans* to **Americans**
- B Insert a comma after *moved*
- C Change *settle* to **settled**
- D Make no change

2 What change, if any, should be made in sentence 4?

- F Change *There* to **Their**
- G Change *didnt* to **didn't**
- H Change *houses* to **house**
- J Make no change

3 What change, if any, should be made in sentence 7?

- A Change *cheaply* to **cheap**
- B Change *were* to **was**
- C Change the period to a question mark
- D Make no change

4 Which sentence should be added after sentence 11?

- F The settlers worked hard to cut the sod from the prairie.
- G Later, the settlers also built barns.
- H The roof was the hardest part of the house to build.
- J The settlers built doors, too.

5 What is the **BEST** way to combine sentences 13 and 14?

- A Sometimes dirt fell from the ceiling that the settlers covered the ceilings with cloth.
- B Sometimes dirt fell from the ceiling settlers covered the ceilings with cloth.
- C Sometimes dirt fell from the ceiling, so the settlers covered the ceilings with cloth.
- D Sometimes dirt fell from the ceiling, the settlers covered the ceilings with cloth.

6 What change, if any, should be made in sentence 17?

- F Change *houses* to **house's**
- G Change *sumer* to **summer**
- H Change *were* to **was**
- J Make no change

Hector's fourth-grade class has been learning about unusual animals. Hector wrote this paper to tell about a strange animal he saw during summer vacation. He wants you to read the paper and help him improve it. As you read, think about the suggestions you would give Hector. Then answer the questions that follow.

One of a Kind

(1) Have you ever heard of a javelina. (2) Maybe you've heard of a peccary or a musk hog. (3) They are all different names for the same animal.

(4) A javelina is very unusually. (5) It looks like a pig, but it is smaller. (6) Its legs are longer and thinner than a pig's. (7) It has a large head, a long nose, and tiny tusks.

(8) A javelina always gives off a strong odor. (9) If you are near a javelina, you will probably smell it before you see it!

(10) Javelinas have dark gray hair. (11) The hair is stiff and coarse. (12) Like the bristles on a brush.

(13) In the United States, most javelinas live in dry places in the Southwest. (14) In Texas, many javelinas lives in the Chihuahuan Desert. (15) Their favorite food is the prickly pear cactus because it is filled with water. (16) They also like to eat roots, fruits, bugs, and worms

(17) Javelinas usually travel in herds of six to twelve animals.

(18) Coyotes, pumas, bobcats, and people hunt javelinas.

(19) People capture them for their skins, or people capture them to keep as pets or farm animals.

(20) Javelinas only attack when other javelinas in their herd are threatened. (21) If they face danger, they may show their teeth, make a loud barking sound, or leave a strongest scent, like a skunk. (22) That should keep enemies away! (23) A javelina may be unusual, but it is very interesting, too.

7 What change, if any, should be made in sentence 1?

- A Change *Have* to **Has**
- B Change *heard* to **herd**
- C Change the period to a question mark
- D Make no change

8 What change, if any, should be made in sentence 4?

- F Change *very* to **vary**
- G Change *is* to **are**
- H Change *unusually* to **unusual**
- J Make no change

9 Which sentence could **BEST** be added after sentence 8?

- A The odor comes from a powerful gland on its body.
- B A skunk also gives off a strong odor.
- C An animal often marks its territory.
- D Javelinas eat cactus, too.

10 What change, if any, should be made in sentence 14?

- F Change *Texas* to **texas**
- G Change *lives* to **live**
- H Change *Desert* to **Dessert**
- J Make no change

11 What change, if any, should be made in sentence 16?

- A** Change *like* to **liked**
- B** Delete the comma after *fruits*
- C** Insert a period after *worms*
- D** Make no change

12 What is the **BEST** way to rewrite the ideas in sentence 19?

- F** People capture them for their skins keep them as pets or farm animals when they do.
- G** People capture them for their skins, or they keep them as pets or farm animals. When they capture them.
- H** People capture them for their skins. Or they keep them as pets or farm animals when they capture them.
- J** People capture them for their skins or to keep as pets or farm animals.

13 What change, if any, should be made in sentence 21?

- A** Change *make* to **makes**
- B** Change *strongest* to **strong**
- C** Change the period to a question mark
- D** Make no change

14 Which of the following is **NOT** a complete sentence?

- F** Sentence 6
- G** Sentence 12
- H** Sentence 15
- J** Sentence 22

Khen is in the fourth grade. He wrote this book report and wants you to help him correct and improve it. Read the report and think about the suggestions you would give Khen. Then answer the questions that follow.

Charlotte's Web

(1) Do you want to read a fantastic book? (2) Then run to the library as fast as you can and check out *Charlotte's Web*. (3) This story, by e. b. white, is about a girl named Fern, her pet pig named Wilbur, and an amazing spider named Charlotte.

(4) Fern's father is a farmer, and her father wants to kill Wilbur because he is too small. (5) Fern saves Wilbur's life and is allowed to raise him. (6) Soon, though, Fern's father sells Wilbur to Uncle Homer. (7) Wilbur moves to Uncle Homers barn and meets Charlotte. (8) They become good friends.

(9) One day Wilbur discovers that he might be sold at the fair! (10) Charlotte thinks of a clever way to save him. (11) She spins a message, and it's in her web. (12) All the people in town visit the farm to see the amazing web. (13) It tells everyone how good Wilbur is. (14) Wilbur becomes a famous pig!

(15) Charlotte gets worn out from spinning words and building a sac of eggs, but she goes to the fair to write more good things about Wilbur. (16) Instead of being sold, Wilbur wins a medal! (17) He thanks Charlotte for saving his life and helps her take care of her eggs.

(18) I loved *Charlotte's Web* because it is about friends helping each other. (19) It made me appreciate my own freinds. (20) It reminded me of the nice things we try to do for each other.

15 What change, if any, should be made in sentence 3?

- A Change *e. b. white* to **E. B. White**
- B Change *is* to **are**
- C Change *Fern* to **fern**
- D Make no change

16 What is the **BEST** way to rewrite the ideas in sentence 4?

- F Fern's father that is a farmer, wants to kill Wilbur because he is too small.
- G Fern's father is a farmer. And her father wants to kill Wilbur because he is too small.
- H Fern's father, who is a farmer, wants to kill Wilbur because he is too small.
- J Her father wants to kill Wilbur because he is too small and her father is a farmer.

17 What change, if any, should be made in sentence 7?

- A Change *moves* to **moving**
- B Change *Homers* to **Homer's**
- C Change the period to a question mark
- D Make no change

18 What is the **BEST** way to rewrite sentence 11?

- F She spins a message and her web.
- G She spins a message. And it's in her web.
- H She spins a message. In her web.
- J She spins a message in her web.

19 The meaning of sentence 13 can be improved by changing *It* to —

- A The farm
- B The message
- C The town
- D Wilbur

20 What change, if any, should be made in sentence 19?

- F Change *appreciate* to **appreciated**
- G Change *my* to **mine**
- H Change *freinds* to **friends**
- J Make no change

Natalya wrote this letter to her grandmother about two friends. She wants you to help her correct and improve it. Read Natalya's letter and think about the changes you would make. Then answer the questions that follow.

Natalya's Letter to Grandma

Dear Grandma,

(1) Ever since my next-door neighbor, Juanita, moved away, I've been so miserable. (2) Juanita and I did everything together. (3) We walk to the bus stop every morning. (4) We rode our bikes to the park downtown. (5) We even in her backyard had puppet shows every Saturday. (6) Last week, when the moving van rolled away, I felt so sad! (7) I am glad that she's coming four a visit next month.

(8) The good news is that, today, something really fantastic happened. (9) A new family moved into Juanita's old house. (10) To welcome them, Mom and I made our favorite dessert, *pirog*. (11) We strolled over and knocked politely on the door. (12) A girl answered and greeted us with a big smile. (13) She is my age and really nice. (14) Her name is Aretha.

(15) Aretha has some interesting hobbies. (16) My dad's hobbies are chess and fishing. (17) For example, she likes to solve the daily crossword puzzle in the newspaper. (18) I like crossword puzzles, too, I have only done the simple ones in my homework lessons. (19) Aretha said she would teach me tricks for

understanding the clues. (20) That should be fun!

(21) I told Aretha about Juanita and our puppet shows.

(22) Aretha is excited about making puppets. (23) She wants to help me design the stage, too.

(24) When Juanita comes next month. (25) The three of us will have so much fun together. (26) I thought I had lost a friend, but now I have two!

21 What change, if any, should be made in sentence 3?

- A Change **We** to **She**
- B Change **walk** to **walked**
- C Change **bus stop** to **Bus Stop**
- D Make no change

22 What is the **BEST** way to rewrite the ideas in sentence 5?

- F We even had puppet shows in her backyard every Saturday.
- G Even in her backyard, we had puppet shows. Every Saturday.
- H In her backyard even every Saturday we had puppet shows.
- J We even had puppet shows. In her backyard every Saturday.

23 What change, if any, should be made in sentence 7?

- A Change **am** to **be**
- B Change **she's** to **shes**
- C Change **four** to **for**
- D Make no change

24 Which sentence could **BEST** be added after sentence 10?

- F Juanita and I loved ice cream for dessert.
- G I don't like to bake in the summer.
- H Mom taught me how to sew, too.
- J It is a Russian pie made with jam.

- 25 What is the **BEST** way to rewrite sentence 18?
- A I like crossword puzzles, too I have only done the simple ones in my homework lessons.
 - B I have only done the simple ones in my homework lessons because I like crossword puzzles, too.
 - C I like crossword puzzles, too, but I have only done the simple ones in my homework lessons.
 - D I like crossword puzzles, too, and I have only done the simple ones in my homework lessons.

- 26 What change, if any, should be made in sentence 22?

- F Change *excited* to **excitedly**
- G Change *makeing* to **making**
- H Change *puppets* to **puppits**
- J Make no change

- 27 Which of the following is **NOT** a complete sentence?

- A Sentence 6
- B Sentence 14
- C Sentence 20
- D Sentence 24

- 28 Which sentence does **NOT** belong in this letter?

- F Sentence 8
- G Sentence 13
- H Sentence 16
- J Sentence 23

BE SURE YOU HAVE RECORDED ALL OF YOUR ANSWERS
ON THE ANSWER DOCUMENT.



Write a composition about a time when you helped a friend.

The information in the box below will help you remember what you should think about when you write your composition.

REMEMBER—YOU SHOULD

- ☐ write about a time when you helped a friend
- ☐ make sure that each sentence you write helps the reader understand your composition
- ☐ write about your ideas in detail so that the reader really understands what you are saying
- ☐ try to use correct spelling, capitalization, punctuation, grammar, and sentences

USE THIS PREWRITING PAGE TO
PLAN YOUR COMPOSITION.

MAKE SURE THAT YOU WRITE YOUR COMPOSITION ON
THE TWO LINED PAGES IN THE ANSWER DOCUMENT.

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS

GRADE 4 WRITING

LAST - NAME													FIRST - NAME													MI

REVISING AND EDITING

- | | |
|--------------------|--------------------|
| 1 (A) (B) (C) (D) | 15 (A) (B) (C) (D) |
| 2 (F) (G) (H) (J) | 16 (F) (G) (H) (J) |
| 3 (A) (B) (C) (D) | 17 (A) (B) (C) (D) |
| 4 (F) (G) (H) (J) | 18 (F) (G) (H) (J) |
| 5 (A) (B) (C) (D) | 19 (A) (B) (C) (D) |
| 6 (F) (G) (H) (J) | 20 (F) (G) (H) (J) |
| 7 (A) (B) (C) (D) | 21 (A) (B) (C) (D) |
| 8 (F) (G) (H) (J) | 22 (F) (G) (H) (J) |
| 9 (A) (B) (C) (D) | 23 (A) (B) (C) (D) |
| 10 (F) (G) (H) (J) | 24 (F) (G) (H) (J) |
| 11 (A) (B) (C) (D) | 25 (A) (B) (C) (D) |
| 12 (F) (G) (H) (J) | 26 (F) (G) (H) (J) |
| 13 (A) (B) (C) (D) | 27 (A) (B) (C) (D) |
| 14 (F) (G) (H) (J) | 28 (F) (G) (H) (J) |

A large rectangular area with horizontal ruling lines for writing. The area is enclosed by a thick black border and contains approximately 25 horizontal lines, providing ample space for a student to write their composition.

IF YOU NEED MORE SPACE, CONTINUE ON THE NEXT PAGE.

A large rectangular area with horizontal lines for writing practice. The area is bounded by a thick black border and contains 25 horizontal lines, providing a space for writing practice.

STOP

Grade: 04
Subject: Writing

Item Number	Correct Answer	Objective Measured	Student Expectations
01	A	6	4.16 (B)
02	G	6	4.18 (G)
03	B	5	4.18 (C)
04	H	3	4.19 (C)
05	C	4	4.18 (B)
06	G	6	4.17 (B)
07	C	6	4.16 (B)
08	H	5	4.18 (D)
09	A	3	4.19 (C)
10	G	5	4.18 (C)
11	C	6	4.16 (B)
12	J	4	4.19 (E)
13	B	5	4.18 (D)
14	G	4	4.18 (B)
15	A	6	4.16 (B)
16	H	4	4.19 (E)
17	B	6	4.18 (G)
18	J	4	4.19 (E)
19	B	5	4.18 (C)
20	H	6	4.17 (B)
21	B	5	4.18 (C)
22	F	4	4.19 (E)
23	C	5	4.19 (E)
24	J	3	4.19 (C)
25	C	4	4.18 (F)
26	G	6	4.17 (B)
27	D	4	4.18 (B)
28	H	3	4.19 (C)

WRITING RUBRIC

Scale	Focus and Coherence	Organization	Development of Ideas	Voice	Written Conventions
4	Related Ideas <input type="checkbox"/> Paragraphs and the writing as a whole are focused. Completeness <input type="checkbox"/> The writing feels complete. It has a beginning, relevant details, and a conclusion.	Structure <input type="checkbox"/> The organizing strategy is well-suited to the writer's purpose. Progression of Ideas <input type="checkbox"/> Ideas flow logically and smoothly, with meaningful transitions.	Content Quality <input type="checkbox"/> The writer takes a risk and treats the topic in an interesting way, with insight and thoughtfulness. Elaboration <input type="checkbox"/> Ideas are developed in depth.	Individuality <input type="checkbox"/> The writing sounds genuine and unique. Word Choice <input type="checkbox"/> Words and phrases are interesting and appropriate to the writer's purpose and audience.	Grammar, Usage, Mechanics, and Spelling <input type="checkbox"/> There are only a few errors. Sentence Fluency <input type="checkbox"/> Sentences are varied and effective.
3	Related Ideas <input type="checkbox"/> Paragraphs and the writing as a whole are mostly focused, but there are a few sudden shifts. Completeness <input type="checkbox"/> The writing feels complete. It has a beginning, mostly relevant details, and a conclusion.	Structure <input type="checkbox"/> The organizing strategy is generally suited to the writer's purpose. Progression of Ideas <input type="checkbox"/> Most ideas flow logically and smoothly, but there are a few gaps.	Content Quality <input type="checkbox"/> The writer does not take much of a risk, but does treat the topic in a thoughtful way. Elaboration <input type="checkbox"/> Ideas are somewhat developed.	Individuality <input type="checkbox"/> For the most part, the writing sounds genuine and unique. Word Choice <input type="checkbox"/> Words and phrases are mostly interesting and appropriate to the writer's purpose and audience.	Grammar, Usage, Mechanics, and Spelling <input type="checkbox"/> Errors are minor and/or infrequent. Sentence Fluency <input type="checkbox"/> There is some sentence variety. Sentences are generally effective.
2	Related Ideas <input type="checkbox"/> There are a number of sudden shifts between ideas. Completeness <input type="checkbox"/> The writing feels somewhat incomplete. It is missing a beginning and/or an ending. Important details seem to be missing.	Structure <input type="checkbox"/> There is an organizing strategy, but it does not suit the writer's purpose. Progression of Ideas <input type="checkbox"/> There are breaks in logic and very few transitions.	Content Quality <input type="checkbox"/> The topic is covered, but in an uninteresting way. Elaboration <input type="checkbox"/> Ideas are listed or mentioned superficially.	Individuality <input type="checkbox"/> A few passages sound genuine and unique. Word Choice <input type="checkbox"/> Words and phrases are somewhat interesting and appropriate to the writer's purpose and audience.	Grammar, Usage, Mechanics, and Spelling <input type="checkbox"/> Errors are frequent, but the meaning is clear. Sentence Fluency <input type="checkbox"/> Sentences are somewhat awkward and have missing words.
1	Related Ideas <input type="checkbox"/> The writing is not focused. Completeness <input type="checkbox"/> There is no sense of completeness.	Structure <input type="checkbox"/> No organizing strategy is evident. Progression of Ideas <input type="checkbox"/> Writing is illogical, wordy, and/or repetitious.	Content Quality <input type="checkbox"/> The writing is uninteresting. Elaboration <input type="checkbox"/> There is little or no development of ideas.	Individuality <input type="checkbox"/> There is little or no sense of the writer. Word Choice <input type="checkbox"/> Words and phrases are not appropriate to the writer's purpose or audience.	Grammar, Usage, Mechanics, and Spelling <input type="checkbox"/> Errors are severe and/or frequent and are a barrier to understanding. Sentence Fluency <input type="checkbox"/> Sentences are awkward and have missing words.

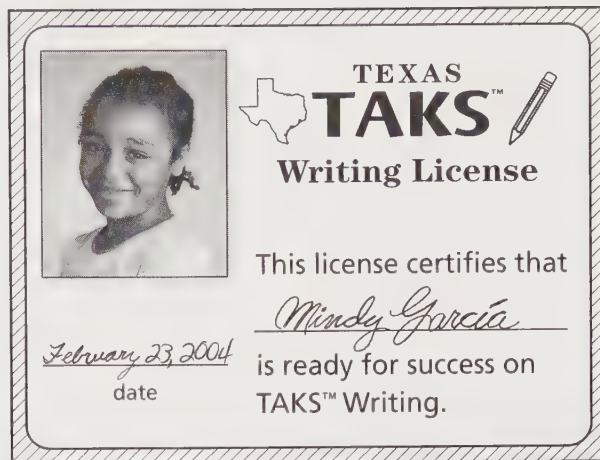
For a complete rubric and scoring guide for TAKS™ Writing, see

www.tea.state.tx.us/student.assessment/resources/release/taks/gr4writingScoringGuide.pdf

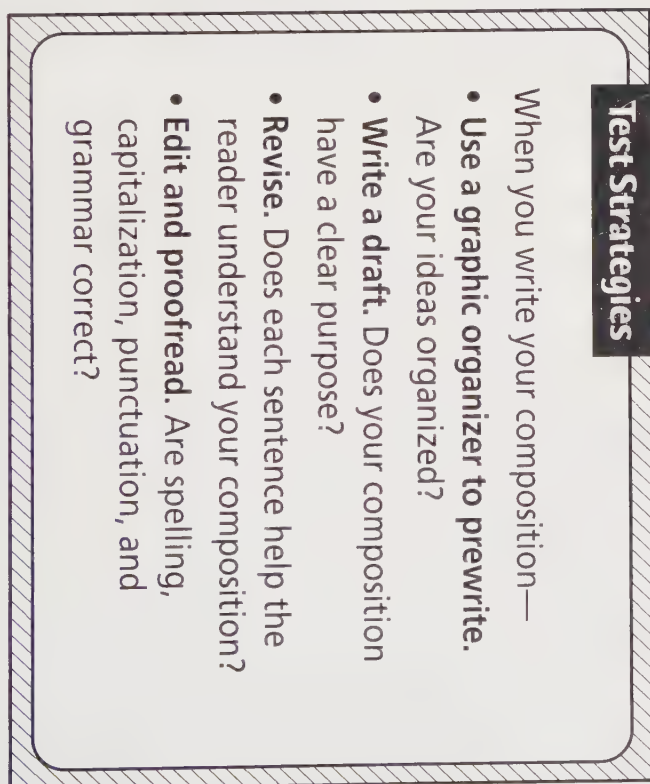
TAKS™ Writing License

1. Copy this page for each student.
2. Have students cut out the license, fold it in half, and glue the halves back to back.
3. Then have them paste a school photo onto the license and fill in the blanks.

Before the test, students can refer to the test strategies to help them remember to apply what they have learned.



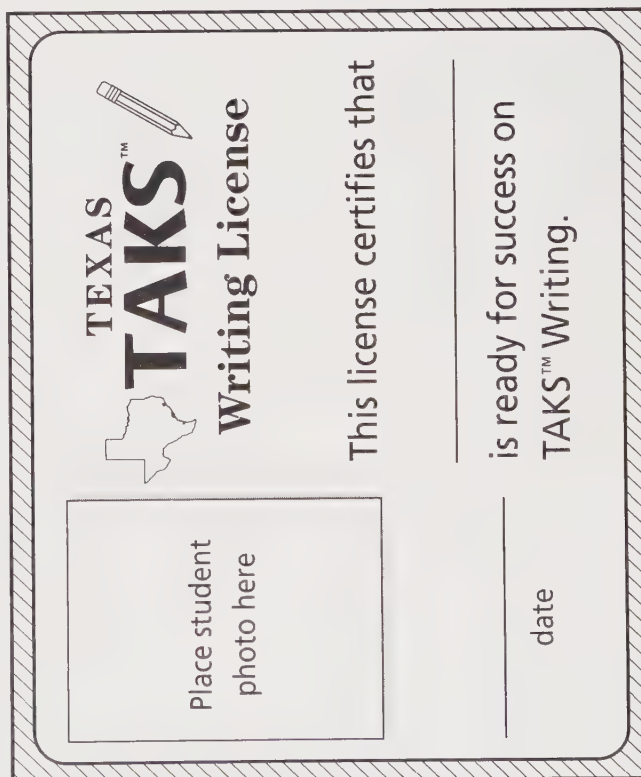
The example license is for Mindy Garcia. It features a photo of her, the text "TEXAS TAKS™ Writing License", and a statement: "This license certifies that Mindy Garcia is ready for success on TAKS™ Writing." The date "February 23, 2004" is written in the date field.



Test Strategies

When you write your composition—

- **Use a graphic organizer to prewrite.** Are your ideas organized?
- **Write a draft.** Does your composition have a clear purpose?
- **Revise.** Does each sentence help the reader understand your composition?
- **Edit and proofread.** Are spelling, capitalization, punctuation, and grammar correct?



TEXAS TAKS™ Writing License

This license certifies that _____ is ready for success on TAKS™ Writing.

_____ date

Place student photo here

Get Ready for TAKS™ Reading!



- Test-Taking Skill Lessons 50
- Reading Practice Test 65
- TAKS™ Reading License 87

Reading Test Format

1 Teach / Model

Distribute photocopies of **Reading Transparency 1**. Then display the transparency, pointing out the labeled parts of the test. Ask:

- ▶ **What do the directions tell you to do?** (read the selection and answer the questions)
- ▶ **What is the title of the selection?** ("A Special Treat")

Point out that each paragraph in the selection is numbered. Have students circle each paragraph number, and then have students read the selection.

Point to question S-1, and explain that the *S* stands for *sample*. Then read question S-1. Say:

- ▶ **Question S-1 is about the underlined word in paragraph 2.**
- ▶ **Find paragraph 2 in the selection. Use your highlighter to circle paragraph 2.**

Identify the underlined word in question S-1. Say:

- ▶ **Highlight the underlined word in the question.**
- ▶ **Then highlight the underlined word *consumed* in paragraph 2.**
- ▶ **Read the sentence. What do you think the word *consumed* means? How can you tell?**

Remind students to read the words and sentences around the word *consumed* for clues to its meaning. Say:

- ▶ **Reread the first three sentences of paragraph 2. What are the raccoons doing?** (eating marshmallows)
- ▶ **The story says that Pak's mother wouldn't find any marshmallows the next day. Why not?** (They are gone.)
- ▶ **How did they disappear?** (The raccoons ate them.)

Then read question S-1 again with the answer choices. Ask: **What is the correct answer?** (D)

2 Practice

Read question S-2. Point out the long dash at the end of the sentence. Say:

- ▶ **Highlight the dash at the end of the question.**
- ▶ **The dash shows that the thought is not a complete sentence.**

Replace the dash with an answer. Say: **Pak's mother would not find the marshmallows because *Pak hid them*.** Have students repeat the sentence, replacing the dash with answer choices G, H, and J. Ask: **Which answer correctly completes the sentence?** (G)

Materials

- Reading Transparency 1
- photocopy of Reading Transparency 1, one per student
- highlighter, one per student



Use Reading Transparency 1 with: Reading Test Questions S-1, S-2

1 Reading Test Format



directions

Read this selection. Then answer the questions that follow it.

paragraph
number

title — A Special Treat

selection

1 It was nighttime in the woods where Pak and his family were camping. They finished roasting marshmallows and got ready for bed. Pak crawled into his sleeping bag for the night.

2 All was quiet until Pak heard munching sounds. He saw a family of raccoons. They were eating the marshmallows that Pak had forgotten to put away. Pak watched as the raccoons consumed the bag of gooey treats. He knew his mother would look for the marshmallows the next day and that she wouldn't find any. Pak wondered what he would tell her. For the moment, he smiled as he watched the raccoon family enjoy the special treat. His family had liked the treat, too.

underlined
word

question

S-1 In paragraph 2, what does the word consumed mean?

- A found
- B roasted
- C crawled
- D ate

S-2 Pak's mother would not find the marshmallows because —

- F Pak hid them
- G the raccoons ate them
- H it was nighttime
- J Pak put them away



Materials

- Reading Transparency 2
- TAKS™ Reading Practice Test, pages 65–69, one per student
- answer document, page 85, one per student



Use Reading Transparency 2 with: Reading Test Questions 1, 2, 3, 4, or any Reading Practice Test question

Mark the Answer

1 Teach / Model

As you distribute the **Reading Practice Test** and the answer document, explain that the TAKS™ Reading Test has two parts:

- ▶ The test has a test booklet and an answer document.
- ▶ The test booklet has reading selections and questions.
- ▶ The answer document is where you mark the answers.

Have students read selection 1, "The Surprise." When they finish, read aloud question 1 and answer choices A, B, C, and D. Have students identify the correct answer choice. (D)

Display **Reading Transparency 2**. Model marking the answer as students follow along on their own answer documents:

- ▶ Find number 1 on the answer document.
- ▶ Find the bubble with the D inside.
- ▶ Fill in the bubble for D.

Explain that it's important to darken the bubble completely and to keep the shading inside the bubble.

Point out that the numbers go in order down each column. Have students look at numbers 1, 2, and 3 on the answer document. Say:

- ▶ What pattern do you see? (The letters *A, B, C, D*, and *F, G, H, J* repeat in every other row.)
- ▶ The letters *E* and *I* are not included because the shapes of the letters might be confused with *F* and *J*.

2 Practice

Read question 2 and the answer choices. Have students identify the correct answer choice. (G)

Model filling in the answer as students follow along on their own answer documents:

- ▶ Find number 2 on the answer document.
- ▶ Find the bubble with the G inside.
- ▶ Fill in the bubble for G.

2 Mark the Answer



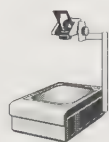
question number	answer choices		column		
1	(A) (B) (C) (D)	11	(A) (B) (C) (D)	21	(A) (B) (C) (D)
2	(F) (G) (H) (J)	12	(F) (G) (H) (J)	22	(F) (G) (H) (J)
3	(A) (B) (C) (D)	13	(A) (B) (C) (D)	23	(A) (B) (C) (D)
4	(F) (G) (H) (J)	14	(F) (G) (H) (J)	24	(F) (G) (H) (J)
5	(A) (B) (C) (D)	15	(A) (B) (C) (D)	25	(A) (B) (C) (D)
6	(F) (G) (H) (J)	16	(F) (G) (H) (J)	26	(F) (G) (H) (J)
7	(A) (B) (C) (D)	17	(A) (B) (C) (D)	27	(A) (B) (C) (D)
8	(F) (G) (H) (J)	18	(F) (G) (H) (J)	28	(F) (G) (H) (J)
9	(A) (B) (C) (D)	19	(A) (B) (C) (D)	29	(A) (B) (C) (D)
10	(F) (G) (H) (J)	20	(F) (G) (H) (J)	30	(F) (G) (H) (J)
				31	(A) (B) (C) (D)
				32	(F) (G) (H) (J)
				33	(A) (B) (C) (D)
				34	(F) (G) (H) (J)
				35	(A) (B) (C) (D)
				36	(F) (G) (H) (J)
				37	(A) (B) (C) (D)
				38	(F) (G) (H) (J)
				39	(A) (B) (C) (D)
				40	(F) (G) (H) (J)

Answer Document

- ① Read the question and choose the answer.
- ② Look at the answer document.
 - Find the question number.
 - Find the correct bubble.
- ③ Darken the bubble completely.

Materials

- Reading Transparency 3
- TAKS™ Reading Practice Test, pages 65–69, one per student
- highlighter, one per student



Use Reading Transparency 3 with: Reading Test Questions 5, 6, or any Practice Test question

Look for Key Words

① Teach / Model

After you distribute the **Reading Practice Test**, have students read selection 1, “The Surprise.” Then display **Reading Transparency 3**. Read aloud the list of key words. Explain: **Key words are important words. They tell you what to look for to answer the question.**

Read question 5 as you write it on the transparency. Explain: **The words *best summary* are key words because they tell what to look for.** Have students highlight *best summary*. Then complete the sentence on the transparency. (I need to look for *the best summary of the story*.) Remind students:

- ▶ A summary tells the main ideas of a selection.
- ▶ A summary does not include small, unimportant details.

Then reread the question: **Which of these is the best summary of the story?** (A)

Write question 6 on the transparency. Explain:

- ▶ A question can have more than one key word.
- ▶ Some key words tell where an answer is located.

Have students highlight the key words *paragraph 20*, and highlight paragraph 20 in the selection. Then have them identify and highlight the additional key words, *mainly about*. Explain that the key words *mainly about* mean the topic.

Complete the sentence in step 3 of the transparency using key words: **I need to look for *what paragraph 20 is mainly about*.**

Now rephrase question 6. Say: **What is the main idea of paragraph 20?** Reread question 6 and elicit students’ responses: **Paragraph 20 tells mainly about —** (G)

Also discuss other key words:

- ▶ The word *best* means that more than one answer might seem right. Think about each answer and choose the best one.
- ▶ Watch out for the word *not*. Circle it and remember to look for something that does *NOT* belong.
- ▶ Question words *who*, *what*, *when*, *where*, and *why* tell you to look for a person, thing, time, place, or reason.

② Practice

Divide the class into groups and give each group a selection from the practice test. Have the groups list key words in their selection and discuss each word, telling what it means and why it’s considered key. Then have them present their findings to the other groups.

3 Look for Key Words



Question:

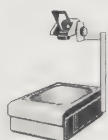
- ① Read the question.
- ② Highlight the key words in the question.
- ③ Use the key words to complete this sentence:

I need to look for _____

Key Words
best
summary
mainly about
paragraph
not
who
what
where
when
why

Materials

- Reading Transparency 4
- TAKS™ Reading Practice Test, pages 78–84, one per student
- self-stick notes



Use Reading Transparency 4 with: Reading Test Questions 30, 31, 32, 33, or any Practice Test question

Choose the Best Answer

1 Teach / Model

After you distribute the **Reading Practice Test**, have students read selection 3, “The Last of the Dragons.” Then display **Reading Transparency 4**. Read aloud question 30 as you write it on the transparency. Say:

- ▶ Some questions might be easy for you.
- ▶ Try to think of the answer on your own, before you read the answer choices.

Elicit students’ responses to question 30, without reading the answer choices. Then have students read all of the answer choices. Say:

- ▶ Did you see your answer?
- ▶ Circle the correct answer in the test booklet. Then mark it on the answer document. (F)

Erase question 30. Write question 31 on the transparency. Read it aloud. Say: Some questions might be hard for you. Explain what to do with hard questions:

- ▶ Read all of the answer choices.
- ▶ Cross out answers that you know are wrong.

Discuss the answer choices. Some students might know that answer B is wrong. Then say: If there is more than one answer left, choose the one that makes the most sense. (D)

Tell students how to use self-stick notes:

- ▶ If you are not sure of an answer, mark the question with a self-stick note.
- ▶ When you finish the test, come back to the question. Read it again.

2 Practice

Repeat with questions 32 and 33. For many students, question 32 will be easy and question 33 will be hard.

Explain that a question that is easy for one student might be hard for another student, and vice versa. Remind students:

- ▶ For easy questions, think of the answer before you read the answer choices.
- ▶ For hard questions, cross out answers that you know are wrong. Then choose the best answer.

4 Choose the Best Answer



Question:

Read the question. Is it easy or hard for you?
Follow these steps:

Easy Questions	Hard Questions
<ul style="list-style-type: none">① First, think of the answer on your own.② Then read the answer choices.③ Do you see your answer?	<ul style="list-style-type: none">① Read all of the answer choices.② Cross out answers you know are wrong.③ Choose the answer that makes the most sense.

Materials

- Reading Transparency 5
- TAKS™ Reading Practice Test, pages 78–84, one per student
- highlighter, one per student



Use Reading Transparency 5 with: Reading Test Questions 34, 35, or any Reading Practice Test question

Reread**1 Teach / Model**

After you distribute the **Reading Practice Test**, have students reread selection 3, "The Last of the Dragons." Then display **Reading Transparency 5**.

Read aloud question 34 as you write it on the transparency. Then explain:

- ▶ If you know the answer, mark it on the answer document.
Then go on to the next question.
- ▶ If you don't know the answer, reread the selection to find it.
- ▶ Before you reread, be sure you know what you are looking for.

Elicit students' suggestions, then fill in the blank in step 2: **I need to reread to find out *why princes are expected to kill dragons*.**

Explain that it's usually not necessary to reread the entire selection. Ask: **Is the answer in the beginning, middle, or end of the selection?**

Guide students to find the answer in paragraph 1.

2 Practice

Repeat with question 35. Have students highlight the key words *Paragraph 3* and *mainly about* in question 35. Then ask:

- ▶ What do you need to do in order to answer question 35?

Elicit students' responses, then fill in the blank in step 2: **I need to reread to find out the *main idea of paragraph 3*.**

Have students find paragraph 3 in the selection and highlight it. Say:

- ▶ Reread paragraph 3.
- ▶ What is paragraph 3 mainly about?
- ▶ What is the correct answer? (B)

5 Reread



Question:

① Read the question. Do you know the answer?

☐ Yes. Mark the answer. Go on to the next question.

☐ No. Follow the steps below.

② Complete this sentence:

I need to reread to find out _____

③ Which part of the selection do you need to reread?

☐ beginning

☐ middle

☐ end

Graphic Organizers

Materials

- Reading Transparency 6
- TAKS™ Reading Practice Test, pages 78–84, one per student
- highlighter, one per student



Use Reading Transparency 6 with: Questions 36, 40

1 Teach / Model

Distribute the **Reading Practice Test** and have students reread the selection, "The Last of the Dragons." Display **Reading Transparency 6**.

Read question 36. Point out that questions with graphic organizers have three parts:

- directions
- graphic organizer
- question with answer choices

Draw the graphic organizer on the transparency. Have students suggest how to complete the sentence in step 1 of the transparency: **The graphic organizer shows the order of events in the story.**

Have students tell which part of the graphic organizer needs to be completed. Then read the events shown on the graphic organizer. Have students highlight those events in the story. Ask:

- ▶ What happens between the events in boxes 2 and 4?

Elicit students' responses. Then reread the question and answer choices. Have students select the correct response. (F)

2 Practice

Read question 40. Draw the graphic organizer on the transparency. Explain:

- ▶ This graphic organizer is called a **Venn diagram**. It compares the main characters in the story.
- ▶ One oval tells only about the prince. The other tells only about the princess.
- ▶ The part in the middle tells about both of them.

Complete the sentence in step 1 of the transparency: **The graphic organizer shows how the prince and princess are alike and different.**

Have students highlight the blank line in the **Venn diagram**. Then reread the question and answer choices. Ask: **Which answer choice belongs in the blank?** (G)

You may wish to have students read selection 1, "The Surprise," and complete the graphic organizer in question 9.

6 Graphic Organizers

A large, empty rectangular box with a thin black border, intended for a student to draw or write a graphic organizer.

Graphic Organizer

- ① The graphic organizer shows _____
_____.
- ② Highlight the part of the graphic organizer that needs to be completed.
- ③ In the story, highlight the information already included in the graphic organizer. Then find the missing information.

Materials

- TAKS™ Reading Practice Test, pages 70–77, one per student
- self-stick notes, three per student

Paired Selections

① Teach / Model

Distribute **Reading Practice Test** pages 70–77. Point out that these are two related selections, and that students need to read both selections to answer the questions. Ask:

- ▶ What is the title of the first selection? (“Read History on a Rock!”)
- ▶ What is the title of the second selection? (“My Visit to Read the Rock”)

Have students read both selections. Ask:

- ▶ What is the topic of the first selection? (El Morro National Monument)
- ▶ What kind of selection is it? (informational guide)
- ▶ What is the topic of the second selection? (El Morro National Monument)
- ▶ What kind of selection is it? (student report)
- ▶ How are the two selections related? (Both are about El Morro National Monument.)

Have students read the directions at the top of page 73. Point out that “Read History” is a shortened version of the title of the first selection. Ask: **Which selection goes with questions 13–19?** (“Read History on a Rock!”)

Have students read the directions at the top of page 75. Ask: **Which selection goes with questions 20–25?** (“My Visit to Read the Rock”)

Read the directions on page 76 and point out that questions 26–29 go with both selections.

② Practice

Distribute the self-stick notes. Self-stick notes can help students find their place when they flip back and forth from the questions to the selections. Explain:

- ▶ Put a self-stick note at the beginning of each selection.
- ▶ Put another self-stick note on the page with the question that you are working on.
- ▶ Move the note when you turn to the next page of questions.

Have students answer questions 13–29.

Check Your Answers

① Teach / Model

Have students complete the entire **Reading Practice Test** now. Before they check the answers on their answer documents, say: **When you finish the test, take a short break to clear your mind before checking the answers.**

Explain that checking answers doesn't mean taking the test again. Say:

- ▶ **When you check your answers, don't reread the entire selection.**
- ▶ **Reread all of the questions. Then reread only the parts of the selection that you need to in order to check your answers.**

Also make the following suggestions:

- Students should answer every question. It is better to guess an answer on the TAKS™ than to leave it blank.
- The number of questions on the test is the same as the number on the answer document. So if a bubble is filled for every answer, you know that every question has been answered.
- Students should make sure they marked the correct answer choice. If they think A is the answer, they should make sure they marked A.
- All stray marks should be erased from the answer document. The test will be scored by a computer. The computer might read a stray mark as a wrong answer.

In addition, students can do the following while they are taking the test:

- Use self-stick notes to mark hard questions. Students can come back to those questions when checking their answers.
- Circle answers in the test booklet before marking them on the answer document. When checking answers, students should make sure that the bubble marked matches the answer circled.

② Practice

Have students check their answers for "The Surprise," questions 1–12. Remind them:

- ▶ **Read question 1. What do you need to reread in order to check the answer?**
- ▶ **Did you mark the correct answer choice?**
- ▶ **Go on to question 2.**

Materials

- TAKS™ Reading Practice Test, pages 65–85, one per student

The Surprise

A piñata is a container filled with candy and toys. It is hung from a tree or ceiling. At parties, people wear blindfolds and swing at the piñata with a stick. They try to break it open. This story is about a girl named Lisa. Read this story about a surprise that Lisa's grandparents planned when she came to visit.

- 1 Lisa packed a bag for the weekly trip to her grandparents' house. She and her cousin Jamila went there every Friday and stayed until Saturday. She couldn't wait to see Jamila. She wanted to tell her about the birthday party she went to and the piñata she broke open!
- 2 Lisa thought about her own birthday, which was the next week. "Mom, can we buy a piñata for my birthday?" she asked.
- 3 "We'll see," Mom answered.
- 4 "Oh, well," thought Lisa. "We'll see" usually meant "no." Just then, the phone rang. Mom talked to Jamila's mother.
- 5 "Oh, Lisa," said Mom. "Jamila is sick. She has to stay home this weekend."
- 6 Lisa groaned. She had never spent the weekend alone with her grandparents. She would be bored without her cousin.
- 7 Lisa arrived at her grandparents' house in time for dinner. She described the piñata. She told them about the candy and toys that scattered everywhere when it broke open. But Grandma and Grandpa just kept eating. They weren't as excited about it as Jamila would have been.
- 8 After dinner, her grandparents listened to music and danced. "Want to join us?" asked Grandma.
- 9 "No, thanks," replied Lisa. It would be fun to dance with Jamila, but not with Grandma and Grandpa.
- 10 Lisa went to her room to read a book, but she realized that she had read it before. When Grandpa came to say goodnight, she was still thinking about what she'd do if Jamila were there.

- 11 “Lisa,” Grandpa said, “I know you miss your cousin, but you can have fun without Jamila. Tomorrow, we’ll have a surprise for you.” Lisa lay awake, wondering what the surprise could be.
- 12 The next morning, Lisa woke up and smelled pancakes. “That’s the surprise!” she thought. Grandma knew she loved pancakes, but they always had cereal for breakfast because Jamila didn’t like pancakes. “Thanks, Grandma!” she said.
- 13 After breakfast, Lisa and Grandma went to the store. They usually walked by the candy aisle without stopping, but today Grandma stopped and told Lisa to choose her favorite kinds. “Candy, that’s the surprise!” Lisa thought. “Thanks, Grandma!” she said.
- 14 They continued to another place that they always skipped—the aisle with toys. Grandma told Lisa to choose some small toys—“no bigger than your fist.” Lisa chose whistles, yo-yos, stickers, and miniature dinosaurs. Grandma picked up some balloons.
- 15 “Why do we need toys?” Lisa asked.
- 16 “You’ll see,” said Grandma. Lisa thought the pancakes were the surprise, and then she thought it was the candy. But was the surprise still to come?
- 17 When they got home, Grandpa was sitting at the kitchen table with some old newspapers. He was tearing them into strips. There was a bowl of paste on the table. Grandma handed him the balloons. “Choose the biggest balloon in the bag,” he said to Lisa. “We’re going to make a piñata!”
- 18 “How do you make a piñata?” asked Lisa. She thought piñatas always came from the store. She didn’t know how to make one, and she didn’t know why they needed a balloon, but she liked the idea! “Is this the surprise?” she asked Grandpa.
- 19 “Yes,” he laughed and hugged her. “We’ll make a piñata, fill it with candy and toys, and next weekend we’ll have a party for your birthday.”

20 Grandpa showed Lisa how to make a piñata. He blew up a balloon. Then he and Lisa dipped strips of newspaper into the paste and placed them over the balloon. They continued until it was covered with several layers of newspaper. When the paste and paper dried, the piñata was hard, like a giant egg with a thick shell. "It looks like a dinosaur egg!" said Lisa. Grandpa popped the balloon inside the shell with a pin. Next, he cut a flap in the shell and pulled out the shriveled balloon. It was small and wrinkled. Then Lisa put the candy and toys in the piñata. They sealed the flap with more newspaper. The last step was to paint the piñata with bright colors.



21 The next Saturday was Lisa's birthday. When it was Jamila's turn to hit the piñata, she broke it open. Candy and toys burst out. Everyone rushed to pick up the treasures.

22 "This is fun!" said Jamila. "Lisa, let's make a piñata for my birthday! Will you show me how?"

23 Grandma and Grandpa smiled and laughed.

1 Lisa groans when she finds out Jamila has to stay home because —

- A she feels sick, too
- B she wants to make a piñata
- C she doesn't want to eat cereal again for breakfast
- D she thinks she will be bored at her grandparents' house

2 Which sentence from the story shows that Lisa misses Jamila?

- F *Lisa arrived at her grandparents' house in time for dinner.*
- G *When Grandpa came to say goodnight, she was still thinking about what she'd do if Jamila were there.*
- H *They usually walked by the candy aisle without stopping, but today Grandma stopped and told Lisa to choose her favorite kinds.*
- J *The last step was to paint the piñata with bright colors.*

- 3 Grandma and Grandpa plan a surprise for Lisa because they —
- A are bored
 - B know Lisa misses Jamila
 - C want a reason to eat candy
 - D usually forget Lisa's birthday
- 4 Why does Grandma buy candy at the store?
- F To eat for dinner
 - G To put inside the piñata
 - H To give to Jamila
 - J To give to Grandpa
- 5 Which of these is the best summary of the story?
- A Lisa is bored at her grandparents' house because her cousin isn't there. Grandma and Grandpa plan a surprise. They buy candy and toys and make a piñata for Lisa's birthday.
 - B Grandpa blows up a balloon. Grandpa and Lisa cover it with strips of newspaper. Then they paint the piñata.
 - C Lisa and Grandma buy candy and small toys. Then Lisa and Grandpa make a piñata that looks like a giant dinosaur egg.
 - D Jamila is sick. Lisa is lonely and bored at her grandparents' house. But she likes the pancakes Grandma makes for breakfast.
- 6 Paragraph 20 tells mainly about —
- F what to put inside a piñata
 - G how to make a piñata
 - H blowing up a balloon
 - J breaking open a piñata
- 7 In paragraph 14, miniature means —
- A mean
 - B cheap
 - C small
 - D tasty
- 8 From what the reader knows about Lisa, which statement does not make sense?
- F Lisa will show Jamila how to make a piñata.
 - G Lisa won't go to her grandparents' house again.
 - H Lisa likes candy and toys.
 - J Lisa likes breaking open the piñata.

9 Read the steps in the chart.

How to Make a Piñata

1. Blow up a balloon
2. Cover it with paper strips
3. _____
4. Paint it

Which of the following best completes the chart?

- A Fill it with candy and toys
- B Put on a blindfold
- C Eat the candy
- D Go to the store

10 The story is called “The Surprise” because —

- F Lisa goes to a surprise birthday party
- G Lisa surprises Grandma and Grandpa with her visit
- H Grandma and Grandpa surprise Lisa with a piñata
- J Jamila can’t come to Grandma and Grandpa’s house

11 Which words in paragraph 20 of the story help the reader know what shriveled means?

- A *thick shell*
- B *giant egg*
- C *candy and toys*
- D *small and wrinkled*

12 From the story, what can the reader tell about Grandma and Grandpa?

- F They buy piñatas at the store.
- G They like Lisa better than Jamila.
- H They don’t see Lisa very often.
- J They are very thoughtful people.

KID'S GUIDE TO EL MORRO NATIONAL MONUMENT

READ HISTORY ON A ROCK!

1 Can you imagine history written on a rock? This is just what you'll find at El Morro National Monument. The giant sandstone rock rises 200 feet above the desert and is covered in messages that date back to the 1500s. A deep pool created by rainwater and melting snow sits at the base of the rock.

2 El Morro is located in New Mexico on what was once an important trail for the Acoma and Zuni people. Over the years, tired travelers stopped at El Morro because its pool was the only water source for many miles. As the travelers rested by the pool, they cut pictures or carved names, dates, and messages in the soft sandstone. You can hike the trail and discover what messages these travelers have left. Use this guide to read history on a rock!

3 Stand by the pool and look at the rock above the water. The holes you see are steep steps that were used as a ladder. The ladder provided a shortcut from the water hole to a village the Pueblo people built over 700 years ago. The Pueblos were the

first people to put carved drawings, or petroglyphs, on the rock. Take a look at the drawings and try to guess what they mean.

4 Follow the trail and look left. Starting in 1605, Spanish explorers left messages on the rock, too. At that time, New Mexico was part of Mexico. The first governor here, Don Juan de Oñate, wrote, "Passed by here, the Governor Don Juan de Oñate, from the discovery of the Sea of the South on the 16th of April, 1605." What objects do you think explorers used to carve their names?

5 American names were carved into the rock during the 1800s. The first one reads, "Lt. J.H. Simpson USA & R.H. Kern Artist, visited and copied these inscriptions, September 17th 18th 1849." Many others passed by and left messages. During its history, two thousand carvings were inscribed on the rock. Today the rock's nickname is Inscription Rock. Travelers stopped using the trail that passed El Morro when a railroad was built in 1881.

7

[illegible]

GO ON

Stan's Report About El Morro

Stan Johnson

Grade 4

May 1, 2004

My Visit to Read the Rock

- 1 Today our class went to see names written on a rock. At first, I thought it was too hot to learn about history. The trip didn't seem like any fun. How interesting could old signatures on a rock be anyway?
- 2 First, we walked to the water hole. I looked way up behind the water. Someone had cut rows of holes in the rock. It looked like a ladder. The ranger told us that long ago, Pueblo people carved out the steps. Usually, they carried water up the trail. But if they needed water fast, they climbed down the ladder from the village on top of the rock. I wish that I had lived in that village. I could have used the ladder, too!
- 3 Long after the villagers disappeared, other visitors came to the rock. We saw pictures and names cut into the rock. One looked like a wiggly snake. Another looked like a handprint. The ranger showed us the names of explorers and pioneers. I wondered why so many people came out to this empty place.
- 4 We went to the top of the rock. There we saw what was left of the old Pueblo village. I imagined what it would have been like to live there. I could have played outside. I could have helped build new homes. Best of all, I could have carried water up from below on the special ladder. I looked out over the land. I felt very small on that big rock.
- 5 Suddenly, I realized that history doesn't have to be boring. Real explorers came right here and signed their names. I realized that history can be about having adventures. I want to learn more about history now. It is so much fun!

- 13 Which words in paragraph 3 help the reader know what the word petroglyphs means?
- A *water hole*
 - B *first people*
 - C *steep steps*
 - D *carved drawings*
- 14 Because the inscriptions are fragile and need protection, visitors—
- F must stay on the trail
 - G use an object to carve their names
 - H are not allowed to write on the rocks
 - J cannot see the names carved in the rocks
- 15 El Morro has been an important place for hundreds of years. Which of these tells more about this idea?
- A El Morro is a national monument.
 - B The rock is made of sandstone.
 - C There is a pool of water at the base of the rock.
 - D People built structures at the top of the rock that had 875 rooms.
- 16 In paragraph 5 of the guide, the word inscribed means —
- F cut into
 - G colored
 - H appeared
 - J built

- 17** Paragraph 6 of the guide is mainly about —
- A** the ways Pueblo villagers got water
 - B** what is known about the Pueblo village
 - C** the relatives of the Pueblo people
 - D** how the Spanish helped the Pueblo people settle the village

- 18** El Morro is probably called Inscription Rock because people —
- F** take pictures of it
 - G** drink water there
 - H** carved their names into it
 - J** lived on top of it

- 19** In paragraph 6 of the guide, what does the word ruins mean?
- A** Things that are written
 - B** Things that have fallen apart
 - C** Things you follow
 - D** Things that are very high

- 20** How does Stan feel when he first gets to El Morro?
- F** He is excited about visiting El Morro.
 - G** He is happy to be on a field trip.
 - H** He thinks it will be boring.
 - J** He wants to learn as much as he can.
- 21** From paragraph 2 of the report, the reader can tell that Stan is —
- A** surprised by the size of the water hole
 - B** confused by the names on the wall
 - C** interested in knowing about the Pueblo people
 - D** unhappy because it was hot
- 22** Which sentence from Stan’s report shows that he is curious about El Morro’s history?
- F** *I felt very small on that big rock.*
 - G** *I wondered why so many people came out to this empty place.*
 - H** *The ranger showed us the names of explorers and pioneers.*
 - J** *First, we walked to the water hole.*
- 23** In Stan’s report, what is paragraph 3 mainly about?
- A** The class learns about names and pictures on the rock.
 - B** Stan sees a picture that looks like a wiggly snake.
 - C** El Morro seems like an empty place to visit.
 - D** Stan learns about the village at the top of El Morro.
- 24** What is the purpose of Stan’s report?
- F** To tell how Stan feels about his class
 - G** To tell how to get to El Morro
 - H** To describe Stan’s experiences at El Morro
 - J** To explain what a ranger does
- 25** How do Stan’s thoughts about history change after visiting El Morro?
- A** He thinks history is a waste of time.
 - B** He wants to learn the history of water holes.
 - C** He realizes that history can be fun.
 - D** He believes it’s better to learn about history on a cool day.

Use “Read History” and “Stan’s Report About El Morro”
to answer questions 26–29.

- 26** The guide and Stan’s report both tell about —
- F** how the Pueblo people lived on top of the rock
 - G** when Stan’s class visited El Morro
 - H** what Don Juan de Oñate wrote
 - J** how to carve messages in rocks
- 27** The Pueblo people could not have seen the explorers’ carvings on El Morro because —
- A** the ladder up to the village covered the carvings
 - B** the carvings were destroyed when the railroad was built
 - C** the Spanish explorers had not visited El Morro yet
 - D** the pool of water kept them away from El Morro

28 Stan's report is different from the guide because the report —

F describes a ladder in the rock

G describes an old Pueblo village

H tells how someone feels about a visit to El Morro

J tells about the water at El Morro

29 Students should go on class trips like Stan did so they can —

A swim in water holes

B write on rocks

C learn about the history of hiking

D learn about the history of national monuments

The Last of the Dragons

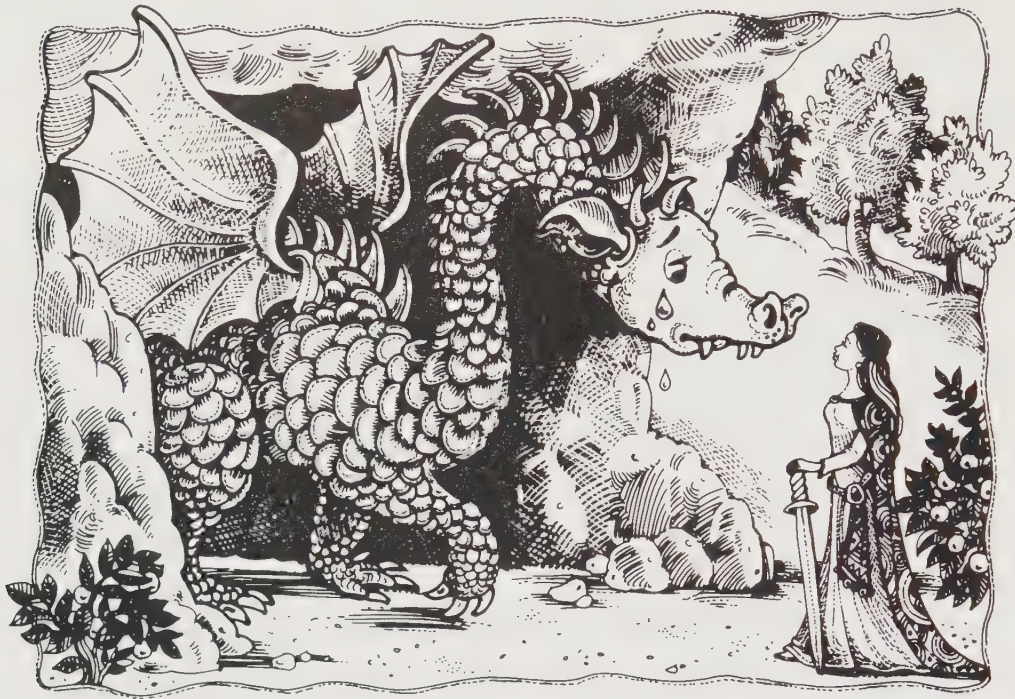
adapted from the original story written by E. Nesbit

Throughout history, many people have written about dragons, princes, and princesses in fairy tales, fables, and other fictional stories. This fairy tale is about the last dragon in a kingdom far away. Read about how Princess Zoey helps the last dragon be different from all the rest.

- 1 A very long time ago, princes were expected to kill dragons and rescue princesses. People believed that dragons wanted to eat princesses. A princess would stand in front of a dragon cave and wait for the dragon to come outside. When the dragon appeared, the prince would kill it. He could then marry the princess. Because so many princes wanted to marry princesses, many dragons were killed and soon there was only one dragon left.
- 2 The last dragon lived in a big cave outside a small village. It was seventy feet long, breathed fire and smoke, and had huge iron scales. It had enormous leather wings that opened half a mile wide. Everyone was very frightened of the dragon.
- 3 The king of the village had one daughter who was the strongest, nicest, and smartest princess in the land. She was also very skilled in fencing, or fighting with a sword. Her name was Princess Zoey, and she grew up knowing that some day she would be expected to stand outside the dragon's cave waiting for a prince to rescue her. Princess Zoey didn't appreciate that idea at all. She didn't need some measly prince to rescue her!
- 4 At last the time came for Princess Zoey to be rescued from the dragon. Prince Waldo was the one to save her. He was not the smartest guy in the kingdom. He disliked reading. He fell asleep in his history lessons. And worst of all, he never paid attention in his fencing lessons.

- 5 The night before the rescue, Prince Waldo came to stay at the castle. Princess Zoey asked him, “So, are you ready to face the dragon?” Prince Waldo was shaking. “Not exactly,” he said. Princess Zoey decided to help him. “We can fight the dragon together,” she said. Prince Waldo was relieved.
- 6 The next day, they went to the dragon’s cave and stood outside. “It seems such a pity to kill the dragon—the last in the world,” said the prince.
- 7 “Let’s not kill it then,” said the princess. “Let’s make it our friend. Let’s give it some cookies.”
- 8 Princess Zoey shouted, “Dragon! Dragon, are you there?” From inside the cave, they heard the sound of a great creature moving around. Prince Waldo whimpered and began slowly backing away.
- 9 “Dragon, come out and talk to us,” said the princess. “We’ve brought you a present.”
- 10 “Oh, yes, I know about your present,” growled the dragon. “One of those precious princesses, I suppose? I’m supposed to come out and fight for her, right? Well, I’m not going to do it. If I wanted a princess I’d come and take her, but I don’t.”
- 11 “I thought you like to make meals out of princesses,” said Princess Zoey.
- 12 “No way!” said the dragon. “I would never enjoy such a meal! Now go away and don’t bother me.”
- 13 “He must like something,” whispered the princess. She called out in a voice as sweet as honey, “Dragon—dragon, dear!”
- 14 “What?” yelled the dragon. His voice boomed like thunder. They could hear him coming toward them. He appeared at the cave door. He was mightier and looked more fierce than they had ever imagined. Prince Waldo ran, but Princess Zoey stood her ground.
- 15 “Repeat what you said!” commanded the dragon. The princess shivered and said in a small voice, “Dragon—dragon, dear!”

16 The dragon moved forward. Princess Zoey drew her sword. The dragon came nearer and nearer, but he was not breathing fire as she had expected. He walked toward her cautiously, looking gentle and sweet, and breathing normal air just like her. Great tears were rolling down his cheeks.



17 “What’s the matter?” asked the princess.

18 “Nobody,” sobbed the dragon, “has ever called me ‘dear’ before! That is so nice!”

19 “Don’t cry, dragon, dear,” said Princess Zoey. “I’ll call you ‘dear’ as often as you like. I want to be your friend.”

20 “I would love to be your friend, too,” said the dragon. “No one has ever asked us dragons what we are like. Everyone assumes that we want to eat princesses, but that isn’t true—well, not all of us anyway.” More tears came flowing down the cheeks of the great dragon. Princess Zoey ran to the dragon’s side and the dragon hugged her with his beautiful leather wings.

21 Prince Waldo had run back to the castle to tell the king that his daughter was in great danger. The prince described the terrible dragon in detail, but before the king could even think what to do, he saw the dragon coming over the hillside. His daughter was at the dragon's side. The king was filled with fear.

22 When the dragon and Princess Zoey got close, the king could see that his daughter was fine. She was smiling! The dragon spoke, "Thank you, King, for allowing me into your home. It is an honor to be a friend of your daughter." The king was so happy that he invited the dragon to live in the castle. The dragon jumped for joy and danced around in circles, flapping his leather wings above everyone's heads.

23 Prince Waldo was happy, too, but after that day, he always stayed just behind the princess when the dragon was around. And even though Princess Zoey and Prince Waldo never got married, they became lifelong friends.

30 In paragraph 2, what does the word enormous mean?

- F big
- G short
- H bumpy
- J bright

31 Prince Waldo doesn't pay attention in his fencing lessons. What does this tell you about him?

- A He is young.
- B He doesn't know how to build a fence.
- C He doesn't care about the princess.
- D He is probably not very good at fighting with a sword.

32 How does the dragon change in the story?

- F** He changes from smart and skilled to not so smart.
- G** He changes from angry and mean to happy.
- H** He changes from big and loud to small.
- J** He changes from happy and joyful to sad.

33 What is the author's purpose in writing this story?

- A** To describe the kingdom
- B** To entertain readers
- C** To express feelings about marriage
- D** To persuade readers to save dragons

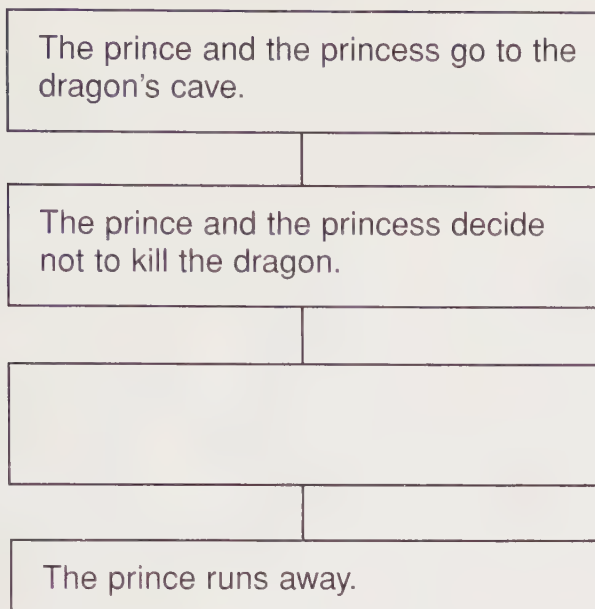
34 In the story, princes are expected to kill dragons because —

- F** there are too many dragons in the world
- G** people think that dragons like to eat princesses
- H** dragons are seventy feet long and breathe fire and smoke
- J** dragons are good to eat

35 Paragraph 3 is mainly about —

- A** the king
- B** what the princess is like
- C** how princesses are rescued from dragons
- D** why there is only one dragon left in the world

36 Look at the diagram.



Which of the following best completes the diagram?

- F** Princess Zoey calls the dragon out of the cave.
- G** The dragon opens its wings half a mile wide.
- H** The prince rescues the princess from the dragon.
- J** Princess Zoey and the dragon go back to the castle.

37 Where does most of this story take place?

- A** Outside the dragon's cave
- B** At fencing lessons
- C** On top of a huge hill
- D** Inside the castle

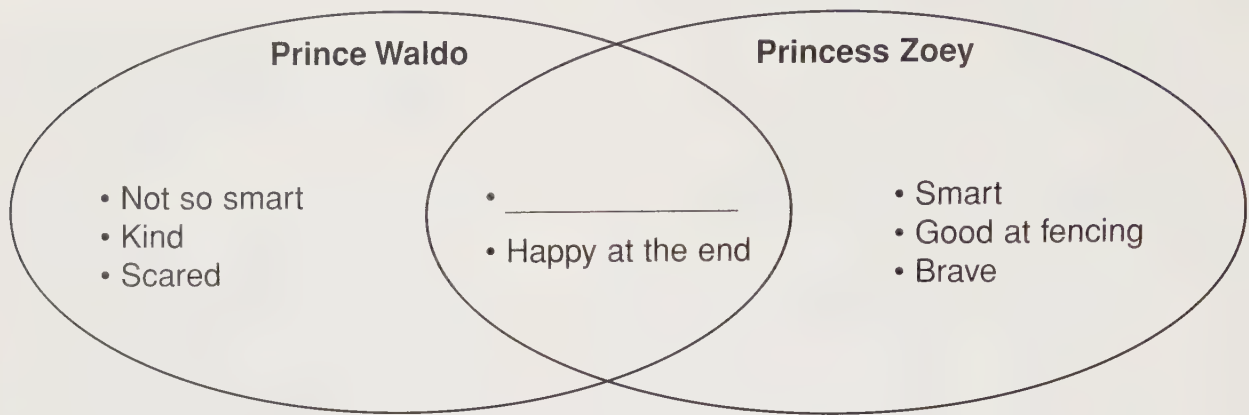
38 Which of these is the best summary of the story?

- F** Princes are supposed to kill dragons and rescue princesses, but this princess becomes friends with the dragon instead.
- G** The princess and prince go out to face the last dragon in the world. The dragon lives in a big cave among the rocks.
- H** The king has one daughter. She is the strongest, nicest, and smartest princess in the land.
- J** The dragon cries when the princess calls him "dear." He just wants a friend.

39 From what the reader learns in the story, which statement does not make sense?

- A** The dragon will live at the castle.
- B** The king will be friends with the dragon, too.
- C** People will no longer be afraid of the dragon.
- D** The princess will get scared of the dragon and ask him to leave.

40 Look at the diagram. It tells about the prince and the princess.



Which of these belongs in the blank?

- F** Wants to get married
- G** Doesn't want to kill the dragon
- H** Strong
- J** Lonely

BE SURE YOU HAVE RECORDED ALL OF YOUR ANSWERS
ON THE ANSWER DOCUMENT.



TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS

LAST - NAME														FIRST - NAME														MI

READING

- | | | | |
|--------------------|--------------------|--------------------|--------------------|
| 1 (A) (B) (C) (D) | 11 (A) (B) (C) (D) | 21 (A) (B) (C) (D) | 31 (A) (B) (C) (D) |
| 2 (F) (G) (H) (J) | 12 (F) (G) (H) (J) | 22 (F) (G) (H) (J) | 32 (F) (G) (H) (J) |
| 3 (A) (B) (C) (D) | 13 (A) (B) (C) (D) | 23 (A) (B) (C) (D) | 33 (A) (B) (C) (D) |
| 4 (F) (G) (H) (J) | 14 (F) (G) (H) (J) | 24 (F) (G) (H) (J) | 34 (F) (G) (H) (J) |
| 5 (A) (B) (C) (D) | 15 (A) (B) (C) (D) | 25 (A) (B) (C) (D) | 35 (A) (B) (C) (D) |
| 6 (F) (G) (H) (J) | 16 (F) (G) (H) (J) | 26 (F) (G) (H) (J) | 36 (F) (G) (H) (J) |
| 7 (A) (B) (C) (D) | 17 (A) (B) (C) (D) | 27 (A) (B) (C) (D) | 37 (A) (B) (C) (D) |
| 8 (F) (G) (H) (J) | 18 (F) (G) (H) (J) | 28 (F) (G) (H) (J) | 38 (F) (G) (H) (J) |
| 9 (A) (B) (C) (D) | 19 (A) (B) (C) (D) | 29 (A) (B) (C) (D) | 39 (A) (B) (C) (D) |
| 10 (F) (G) (H) (J) | 20 (F) (G) (H) (J) | 30 (F) (G) (H) (J) | 40 (F) (G) (H) (J) |

GRADE 4 READING

Texas Assessment of Knowledge and Skills – Answer Key

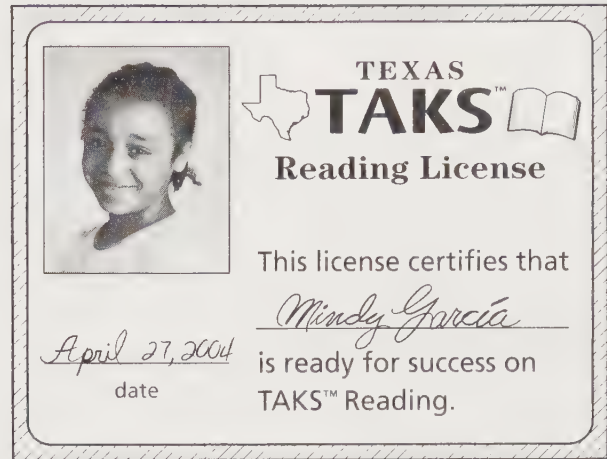
Grade: 04
Subject: Reading

Item Number	Correct Answer	Objective Measured	Student Expectations
01	D	3	4.10 (E)
02	G	4	4.11 (C)
03	B	2	4.12 (H)
04	G	4	4.10 (H)
05	A	1	4.10 (G)
06	G	1	4.10 (F)
07	C	1	4.9 (B)
08	G	3	4.12 (A)
09	A	3	4.10 (L)
10	H	1	4.10 (F)
11	D	1	4.9 (B)
12	J	4	4.10 (H)
13	D	1	4.9 (B)
14	H	3	4.10 (E)
15	A	1	4.10 (F)
16	F	1	4.9 (B)
17	B	1	4.10 (F)
18	H	4	4.10 (H)
19	B	1	4.9 (B)
20	H	2	4.12 (H)
21	C	2	4.12 (H)
22	G	4	4.11 (C)
23	A	1	4.10 (F)
24	H	3	4.12 (C)
25	C	2	4.12 (H)
26	F	4	4.11 (D)
27	C	3	4.10 (E)
28	H	3	4.10 (I)
29	D	4	4.10 (H)
30	F	1	4.9 (B)
31	D	2	4.12 (H)
32	G	2	4.12 (H)
33	B	3	4.12 (C)
34	G	1	4.10 (F)
35	B	1	4.10 (F)
36	F	2	4.12 (I)
37	A	1	4.10 (G)
38	F	1	4.10 (G)
39	D	3	4.12 (A)
40	G	3	4.10 (L)

TAKS™ Reading License

1. Copy this page for each student.
2. Have students cut out the license, fold it in half, and glue the halves back to back.
3. Then have them paste a school photo onto the license and fill in the blanks.

Before the test, students can refer to the test strategies to help them remember to apply what they have learned.

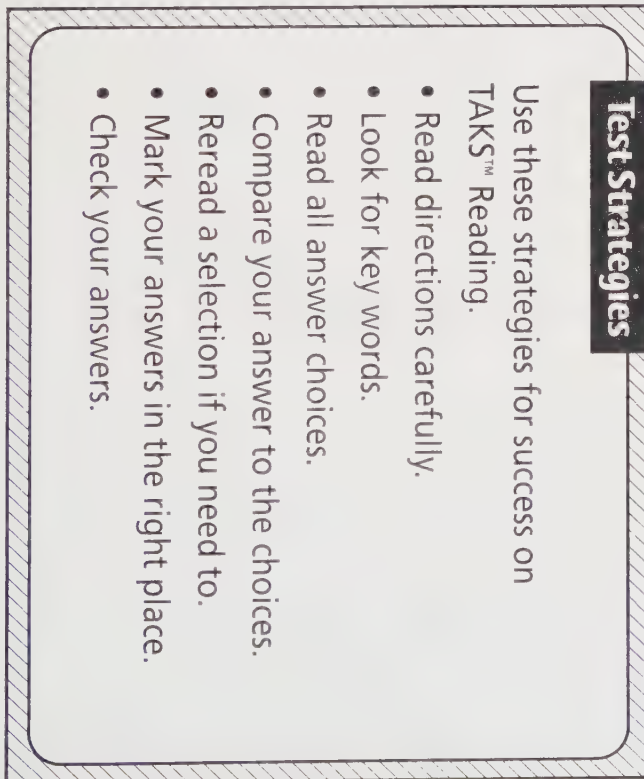


The example license is for Mindy Garcia, dated April 27, 2004. It features a photo of a young girl and the Texas TAKS logo.

TEXAS TAKS™ Reading License

This license certifies that Mindy Garcia is ready for success on TAKS™ Reading.

April 27, 2004
date



Test Strategies

Use these strategies for success on TAKS™ Reading.

- Read directions carefully.
- Look for key words.
- Read all answer choices.
- Compare your answer to the choices.
- Reread a selection if you need to.
- Mark your answers in the right place.
- Check your answers.



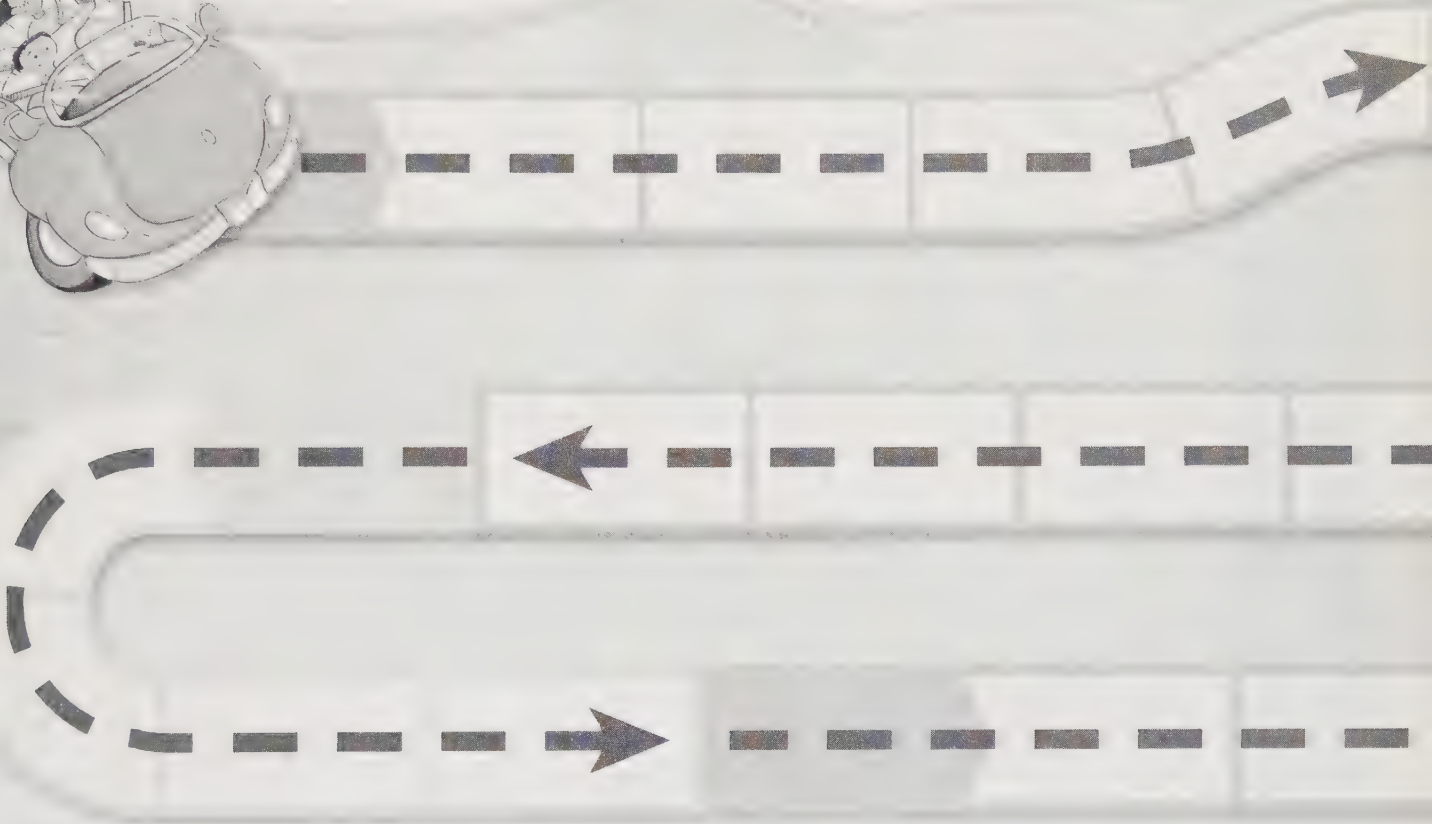
TEXAS TAKS™ Reading License

This license certifies that _____ is ready for success on TAKS™ Reading.

Place student photo here

_____ date

Track TEKS Mastery!



- Student and Class Profiles for
Unit Writing Tests with *Tested TEKS* 90
- Student and Class Profiles for
Unit Progress Tests with *Tested TEKS* 106
- TAKS™ Writing Summary 139
- TAKS™ Reading Summary 142

Unit 1 • Student Profile for Writing Test

DIRECTIONS Record the student's name and test date. Use the **Answer Key** on page 136 of the Assessment Handbook to score the Revising and Editing section. Then, in the Student Profile, circle the item number of each correct answer and circle the plus or minus sign to indicate mastery. To score the written composition, use the **Writing Rubric** on page 46. Look at scores on the individual traits and award a holistic score for the composition. Then calculate the total score for the Unit Writing Test. To help you group students for reteaching, transfer the minus sign for any unmastered skill to the **Class Profile** (page 91).

Student Name _____

Date _____

		ITEM ANALYSIS		TEST SCORES
Subtest	Tested Skills	Item Numbers	Mastery	No. Correct × Points = Score
REVISING / EDITING	Written Conventions: Sentence Fluency (complete sentences) TAKS™ WRITING OBJECTIVE 4 TEKS 4.18B Write in complete sentences, varying the types to match meanings and purposes TAKS™ WRITING OBJECTIVES 5, 6 TEKS 4.19H Proofread writing of others	1 2 3 6	3 out of 4 + -	_____ × 5 = / 20
	Written Conventions: Spelling TAKS™ WRITING OBJECTIVES 4, 5 TEKS 4.19E Edit drafts for specific purposes TAKS™ WRITING OBJECTIVE 6 TEKS 4.17A Write with accurate spelling of syllable constructions TEKS 4.17B Write with accurate spelling of roots, inflections, suffixes, and prefixes TEKS 4.17D Spell accurately in final drafts	4 5 7 8	3 out of 4 + -	_____ × 5 = / 20
WRITTEN COMPOSITION	Write to Express TAKS™ WRITING OBJECTIVE 1 TEKS 4.15A Write to express ideas TEKS 4.16A Write legibly TEKS 4.19C Revise drafts by adding, elaborating, deleting, combining, and rearranging text TEKS 4.19D Revise drafts for coherence, progression, and logical support of ideas TAKS™ WRITING OBJECTIVE 2 The written composition also assesses all TEKS related to TAKS™ Writing Objective 2: 4.16B; 4.17A,B,D; 4.18A-H; 4.19E,H	Overall Score from Rubric: _____ × 15 = / 60		
TOTAL UNIT 1 WRITING TEST				/ 100

Note: TEKS listed are those tested on TAKS™ Writing.

Date _____

DIRECTIONS Use the **Unit 1 Student Profile** to complete this chart. In each row, write the student's name, and mark a minus sign (–) for any skill not yet mastered. Then group students and use the reteaching ideas and practice exercises to help students reach mastery.

[illegible]

EAYC: English at Your Command!

Unit 2 • Student Profile for Writing Test

DIRECTIONS Record the student's name and test date. Use the **Answer Key** on page 136 of the Assessment Handbook to score the Revising and Editing section. Then, in the Student Profile, circle the item number of each correct answer and circle the plus or minus sign to indicate mastery. To score the written composition, use the **Writing Rubric** on page 46. Look at scores on the individual traits and award a holistic score for the composition. Then calculate the total score for the Unit Writing Test. To help you group students for reteaching, transfer the minus sign for any unmastered skill to the **Class Profile** (page 93).

Student Name _____ Date _____

		ITEM ANALYSIS		TEST SCORES
Subtest	Tested Skills	Item Numbers	Mastery	No. Correct × Points = Score
REVISING / EDITING	Written Conventions: Mechanics (capitalization and punctuation) TAKS™ WRITING OBJECTIVES 4, 5 TEKS 4.19E Edit drafts for specific purposes TAKS™ WRITING OBJECTIVE 6 TEKS 4.16B Capitalize and punctuate correctly to clarify and enhance meaning	1 2 5 6	3 out of 4 + -	_____ × 5 = / 20
	Organization: Progression of Ideas TAKS™ WRITING OBJECTIVE 3 TEKS 4.19D Revise drafts for progression of ideas TAKS™ WRITING OBJECTIVES 5, 6 TEKS 4.19H Proofread writing of others	3 4 7 8	3 out of 4 + -	_____ × 5 = / 20
WRITTEN COMPOSITION	Write to Express TAKS™ WRITING OBJECTIVE 1 TEKS 4.15A Write to express ideas TEKS 4.16A Write legibly TEKS 4.19C Revise drafts by adding, elaborating, deleting, combining, and rearranging text TEKS 4.19D Revise drafts for coherence, progression, and logical support of ideas TAKS™ WRITING OBJECTIVE 2 The written composition also assesses all TEKS related to TAKS™ Writing Objective 2: 4.16B; 4.17A,B,D; 4.18A-H; 4.19E,H.	Overall Score from Rubric: _____ × 15 = / 60		
TOTAL UNIT 2 WRITING TEST				/ 100

Note: TEKS listed are those tested on TAKS™ Writing.

Date _____

DIRECTIONS Use the **Unit 2 Student Profile** to complete this chart. In each row, write the student's name, and mark a minus sign (–) for any skill not yet mastered. Then group students and use the reteaching ideas and practice exercises to help students reach mastery.

[illegible]

EAYC: English at Your Command!

Unit 3 • Student Profile for Writing Test

DIRECTIONS Record the student's name and test date. Use the **Answer Key** on page 136 of the Assessment Handbook to score the Revising and Editing section. Then, in the Student Profile, circle the item number of each correct answer and circle the plus or minus sign to indicate mastery. To score the written composition, use the **Writing Rubric** on page 46. Look at scores on the individual traits and award a holistic score for the composition. Then calculate the total score for the Unit Writing Test. To help you group students for reteaching, transfer the minus sign for any unmastered skill to the **Class Profile** (page 95).

Student Name _____ Date _____

		ITEM ANALYSIS		TEST SCORES
Subtest	Tested Skills	Item Numbers	Mastery	No. Correct × Points = Score
REVISING / EDITING	Development of Ideas TAKS™ WRITING OBJECTIVE 3 TEKS 4.19C Revise drafts by adding, elaborating, deleting, combining, and rearranging text TAKS™ WRITING OBJECTIVES 5, 6 TEKS 4.19H Proofread writing of others	1 3 5 8	3 out of 4 + -	_____ × 5 = / 20
	Written Conventions: Usage (subject-verb agreement) TAKS™ WRITING OBJECTIVES 4, 5 TEKS 4.19E Edit drafts for specific purposes TAKS™ WRITING OBJECTIVE 5 TEKS 4.18C Employ standard English usage (subject-verb agreement)	2 4 6 7	3 out of 4 + -	_____ × 5 = / 20
WRITTEN COMPOSITION	Write to Inform TAKS™ WRITING OBJECTIVE 1 TEKS 4.15C Write to inform TEKS 4.16A Write legibly TEKS 4.19C Revise drafts by adding, elaborating, deleting, combining, and rearranging text TEKS 4.19D Revise drafts for coherence, progression, and logical support of ideas TAKS™ WRITING OBJECTIVE 2 The written composition also assesses all TEKS related to TAKS™ Writing Objective 2: 4.16B; 4.17A,B,D; 4.18A–H; 4.19E,H.	Overall Score from Rubric: _____ × 15 = / 60		
TOTAL UNIT 3 WRITING TEST				/ 100

Note: TEKS listed are those tested on TAKS™ Writing.

Date _____

DIRECTIONS Use the **Unit 3 Student Profile** to complete this chart. In each row, write the student's name, and mark a minus sign (–) for any skill not yet mastered. Then group students and use the reteaching ideas and practice exercises to help students reach mastery.

[illegible]

KEY: AH: Assessment Handbook

EAYC: English at Your Command!

Unit 4 • Student Profile for Writing Test

DIRECTIONS Record the student's name and test date. Use the **Answer Key** on page 136 of the Assessment Handbook to score the Revising and Editing section. Then, in the Student Profile, circle the item number of each correct answer and circle the plus or minus sign to indicate mastery. To score the written composition, use the **Writing Rubric** on page 46. Look at scores on the individual traits and award a holistic score for the composition. Then calculate the total score for the Unit Writing Test. To help you group students for reteaching, transfer the minus sign for any unmastered skill to the **Class Profile** (page 97).

Student Name _____ Date _____

		ITEM ANALYSIS		TEST SCORES
Subtest	Tested Skills	Item Numbers	Mastery	No. Correct × Points = Score
REVISING / EDITING	Development of Ideas: Elaboration TAKS™ WRITING OBJECTIVES 4, 5 TEKS 4.19E Edit drafts for specific purposes TAKS™ WRITING OBJECTIVE 4 TEKS 4.18E Use prepositional phrases to elaborate ideas	1 4 5 8	3 out of 4 + -	_____ × 5 = / 20
	Written Conventions: Grammar (comparative adjectives) TAKS™ WRITING OBJECTIVE 5 TEKS 4.18D Use adjectives (comparative and superlative) to make writing vivid and precise TAKS™ WRITING OBJECTIVES 5, 6 TEKS 4.19H Proofread writing of others	2 3 6 7	3 out of 4 + -	_____ × 5 = / 20
WRITTEN COMPOSITION	Write to Inform TAKS™ WRITING OBJECTIVE 1 TEKS 4.15C Write to inform TEKS 4.16A Write legibly TEKS 4.19C Revise drafts by adding, elaborating, deleting, combining, and rearranging text TEKS 4.19D Revise drafts for coherence, progression, and logical support of ideas TAKS™ WRITING OBJECTIVE 2 The written composition also assesses all TEKS related to TAKS™ Writing Objective 2: 4.16B; 4.17A,B,D; 4.18A–H; 4.19E,H.	Overall Score from Rubric: _____ × 15 = / 60		
TOTAL UNIT 4 WRITING TEST				/ 100

Note: TEKS listed are those tested on TAKS™ Writing.



Date _____

DIRECTIONS Use the **Unit 4 Student Profile** to complete this chart. In each row, write the student's name, and mark a minus sign (–) for any skill not yet mastered. Then group students and use the reteaching ideas and practice exercises to help students reach mastery.

[illegible]

KEY: AH: Assessment Handbook

EAYC: English at Your Command!

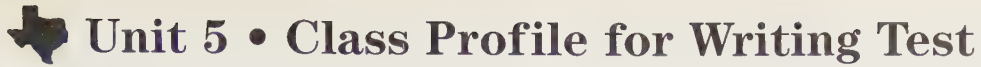
Unit 5 • Student Profile for Writing Test

DIRECTIONS Record the student's name and test date. Use the **Answer Key** on page 136 of the Assessment Handbook to score the Revising and Editing section. Then, in the Student Profile, circle the item number of each correct answer and circle the plus or minus sign to indicate mastery. To score the written composition, use the **Writing Rubric** on page 46. Look at scores on the individual traits and award a holistic score for the composition. Then calculate the total score for the Unit Writing Test. To help you group students for reteaching, transfer the minus sign for any unmastered skill to the **Class Profile** (page 99).

Student Name _____ Date _____

		ITEM ANALYSIS		TEST SCORES
Subtest	Tested Skills	Item Numbers	Mastery	No. Correct × Points = Score
REVISING / EDITING	Written Conventions: Spelling TAKS™ WRITING OBJECTIVES 4, 5 TEKS 4.19E Edit drafts for specific purposes TAKS™ WRITING OBJECTIVE 6 TEKS 4.17A Write with accurate spelling of syllable constructions TEKS 4.17B Write with accurate spelling of roots, inflections, suffixes, and prefixes TEKS 4.17D Spell accurately in final drafts	1 3 4 6	3 out of 4 + -	_____ × 5 = / 20
	Written Conventions: Grammar (pronouns) TAKS™ WRITING OBJECTIVE 5 TEKS 4.18H Write with accuracy using objective case pronouns TAKS™ WRITING OBJECTIVES 5, 6 TEKS 4.19H Proofread writing of others	2 5 7 8	3 out of 4 + -	_____ × 5 = / 20
WRITTEN COMPOSITION	Write to Inform TAKS™ WRITING OBJECTIVE 1 TEKS 4.15C Write to inform TEKS 4.16A Write legibly TEKS 4.19C Revise drafts by adding, elaborating, deleting, combining, and rearranging text TEKS 4.19D Revise drafts for coherence, progression, and logical support of ideas TAKS™ WRITING OBJECTIVE 2 The written composition also assesses all TEKS related to TAKS™ Writing Objective 2: 4.16B; 4.17A,B,D; 4.18A-H; 4.19E,H.	Overall Score from Rubric: _____ × 15 = / 60		
TOTAL UNIT 5 WRITING TEST				/ 100

Note: TEKS listed are those tested on TAKS™ Writing.



Date _____

DIRECTIONS Use the **Unit 5 Student Profile** to complete this chart. In each row, write the student's name, and mark a minus sign (–) for any skill not yet mastered. Then group students and use the reteaching ideas and practice exercises to help students reach mastery.

[illegible]

KEY: AH: Assessment Handbook

EAYC: English at Your Command!

Unit 6 • Student Profile for Writing Test

DIRECTIONS Record the student's name and test date. Use the **Answer Key** on page 136 of the Assessment Handbook to score the Revising and Editing section. Then, in the Student Profile, circle the item number of each correct answer and circle the plus or minus sign to indicate mastery. To score the written composition, use the **Writing Rubric** on page 46. Look at scores on the individual traits and award a holistic score for the composition. Then calculate the total score for the Unit Writing Test. To help you group students for reteaching, transfer the minus sign for any unmastered skill to the **Class Profile** (page 101).

Student Name _____ Date _____

		ITEM ANALYSIS		TEST SCORES
Subtest	Tested Skills	Item Numbers	Mastery	No. Correct × Points = Score
REVISING / EDITING	Written Conventions: Usage (verb tense) TAKS™ WRITING OBJECTIVES 4, 5 TEKS 4.19E Edit drafts for specific purposes TAKS™ WRITING OBJECTIVE 5 TEKS 4.18C Employ standard English usage for parts of speech (verbs)	1 3 5 8	3 out of 4 + -	_____ × 5 = / 20
	Written Conventions: Mechanics (capitalization and punctuation) TAKS™ WRITING OBJECTIVE 6 TEKS 4.16B Capitalize and punctuate correctly to clarify and enhance meaning TAKS™ WRITING OBJECTIVES 5, 6 TEKS 4.19H Proofread writing of others	2 4 6 7	3 out of 4 + -	_____ × 5 = / 20
WRITTEN COMPOSITION	Write to Entertain TAKS™ WRITING OBJECTIVE 1 TEKS 4.15D Write to entertain TEKS 4.16A Write legibly TEKS 4.19C Revise drafts by adding, elaborating, deleting, combining, and rearranging text TEKS 4.19D Revise drafts for coherence, progression, and logical support of ideas TAKS™ WRITING OBJECTIVE 2 The written composition also assesses all TEKS related to TAKS™ Writing Objective 2: 4.16B; 4.17A,B,D; 4.18A–H; 4.19E,H.	Overall Score from Rubric: _____ × 15 = / 60		
TOTAL UNIT 6 WRITING TEST				/ 100

Note: TEKS listed are those tested on TAKS™ Writing.

Date _____

DIRECTIONS Use the **Unit 6 Student Profile** to complete this chart. In each row, write the student's name, and mark a minus sign (–) for any skill not yet mastered. Then group students and use the reteaching ideas and practice exercises to help students reach mastery.

[illegible]

Unit 7 • Student Profile for Writing Test

DIRECTIONS Record the student's name and test date. Use the **Answer Key** on page 136 of the Assessment Handbook to score the Revising and Editing section. Then, in the Student Profile, circle the item number of each correct answer and circle the plus or minus sign to indicate mastery. To score the written composition, use the **Writing Rubric** on page 46. Look at scores on the individual traits and award a holistic score for the composition. Then calculate the total score for the Unit Writing Test. To help you group students for reteaching, transfer the minus sign for any unmastered skill to the **Class Profile** (page 103).

Student Name _____ Date _____

		ITEM ANALYSIS		TEST SCORES
Subtest	Tested Skills	Item Numbers	Mastery	No. Correct × Points = Score
REVISING / EDITING	Written Conventions: Mechanics (apostrophes) TAKS™ WRITING OBJECTIVES 4, 5 TEKS 4.19E Edit drafts for specific purposes TAKS™ WRITING OBJECTIVE 6 TEKS 4.18G Write with accuracy using apostrophes in contractions and possessives	1 5 6 8	3 out of 4 + -	_____ × 5 = / 20
	Focus and Coherence TAKS™ WRITING OBJECTIVE 3 TEKS 4.19D Revise drafts for coherence TAKS™ WRITING OBJECTIVES 5, 6 TEKS 4.19H Proofread writing of others	2 3 4 7	3 out of 4 + -	_____ × 5 = / 20
WRITTEN COMPOSITION	Write to Inform TAKS™ WRITING OBJECTIVE 1 TEKS 4.15C Write to inform TEKS 4.16A Write legibly TEKS 4.19C Revise drafts by adding, elaborating, deleting, combining, and rearranging text TEKS 4.19D Revise drafts for coherence, progression, and logical support of ideas TAKS™ WRITING OBJECTIVE 2 The written composition also assesses all TEKS related to TAKS™ Writing Objective 2: 4.16B; 4.17A,B,D; 4.18A-H; 4.19E,H.	Overall Score from Rubric: _____ × 15 = / 60		
TOTAL UNIT 7 WRITING TEST				/ 100

Note: TEKS listed are those tested on TAKS™ Writing.



DIRECTIONS Use the **Unit 7 Student Profile** to complete this chart. In each row, write the student's name, and mark a minus sign (–) for any skill not yet mastered. Then group students and use the reteaching ideas and practice exercises to help students reach mastery.

[illegible]

EAYC: English at Your Command!

Unit 8 • Student Profile for Writing Test

DIRECTIONS Record the student's name and test date. Use the **Answer Key** on page 136 of the Assessment Handbook to score the Revising and Editing section. Then, in the Student Profile, circle the item number of each correct answer and circle the plus or minus sign to indicate mastery. To score the written composition, use the **Writing Rubric** on page 46. Look at scores on the individual traits and award a holistic score for the composition. Then calculate the total score for the Unit Writing Test. To help you group students for reteaching, transfer the minus sign for any unmastered skill to the **Class Profile** (page 105).

Student Name _____ Date _____

		ITEM ANALYSIS		TEST SCORES
Subtest	Tested Skills	Item Numbers	Mastery	No. Correct × Points = Score
REVISING / EDITING	Written Conventions: Grammar (adverbs) TAKS™ WRITING OBJECTIVE 5 TEKS 4.18D Use adverbs to make writing vivid or precise TAKS™ WRITING OBJECTIVES 5, 6 TEKS 4.19H Proofread writing of others	1 3 5 6	3 out of 4 + -	_____ × 5 = / 20
	Written Conventions: Sentence Combining TAKS™ WRITING OBJECTIVE 4 TEKS 4.18F Use conjunctions to connect ideas TAKS™ WRITING OBJECTIVES 4, 5 TEKS 4.19E Edit drafts for specific purposes	2 4 7 8	3 out of 4 + -	_____ × 5 = / 20
WRITTEN COMPOSITION	Write to Entertain TAKS™ WRITING OBJECTIVE 1 TEKS 4.15D Write to entertain TEKS 4.16A Write legibly TEKS 4.19C Revise drafts by adding, elaborating, deleting, combining, and rearranging text TEKS 4.19D Revise drafts for coherence, progression, and logical support of ideas TAKS™ WRITING OBJECTIVE 2 The written composition also assesses all TEKS related to TAKS™ Writing Objective 2: 4.16B; 4.17A,B,D; 4.18A–H; 4.19E,H.	Overall Score from Rubric: _____ × 15 = / 60		
TOTAL UNIT 8 WRITING TEST				/ 100

Note: TEKS listed are those tested on TAKS™ Writing.

Date _____

DIRECTIONS Use the **Unit 8 Student Profile** to complete this chart. In each row, write the student's name, and mark a minus sign (–) for any skill not yet mastered. Then group students and use the reteaching ideas and practice exercises to help students reach mastery.

[illegible]

EAYC: English at Your Command!

Unit 1 • Student Profile for Beginning Progress Test

DIRECTIONS Record the student's name and test date. Use the **Answer Key** on page 10a of the Assessment Handbook to score the student's test. Then, in the Student Profile, circle the item number of each correct answer and circle the plus or minus sign to indicate mastery. Calculate the subtest scores and then the total test score. To help you group students for reteaching, transfer the minus sign for any unmastered skill to the **Class Profile** (page 109).

Student Name _____ Date _____

		ITEM ANALYSIS		TEST SCORES
Subtest	Tested Skills	Item Numbers	Mastery	No. Correct × Points = Score
VOCABULARY	Key Words	1 2 3 4	5 out of 6	_____ × 4 = <div>24</div>
		5 6	+ -	
GRAMMAR	Sentence Types	7 8 9 10 12	6 out of 7	_____ × 4 = <div>28</div>
		11 12 13	+ -	
COMPREHENSION / CRITICAL THINKING	Analyze Story Elements (characters) TAKS™ READING OBJECTIVE 2 TEKS 4.12H Analyze characters	14 15 16 17	6 out of 8	_____ × 6 = <div>48</div>
		18 19 20 21	+ -	
TOTAL UNIT 1 PROGRESS TEST				<div>100</div>

Note: TEKS listed are those tested on TAKS™ Reading.

Unit 1 • Student Profile for Intermediate Progress Test

DIRECTIONS Record the student's name and test date. Use the **Answer Key** on page 10a of the Assessment Handbook to score the student's test. Then, in the Student Profile, circle the item number of each correct answer and circle the plus or minus sign to indicate mastery. Calculate the subtest scores and then the total test score. To help you group students for reteaching, transfer the minus sign for any unmastered skill to the **Class Profile** (page 109).

Student Name _____ Date _____

		ITEM ANALYSIS		TEST SCORES
Subtest	Tested Skills	Item Numbers	Mastery	No. Correct × Points = Score
VOCABULARY	Key Words	1 2 3 4 5 6	5 out of 6 + -	_____ × 4 = <div style="border: 1px solid black; padding: 5px; display: inline-block;">/ 40</div>
	Context Clues <small>TAKS™ READING OBJECTIVE 1 TEKS 4.9B Draw on experiences to bring meanings to words in context</small>	7 8 9 10	3 out of 4 + -	
GRAMMAR	Complete Sentences	11 12 13 14	3 out of 4 + -	_____ × 3 = <div style="border: 1px solid black; padding: 5px; display: inline-block;">/ 24</div>
	Sentence Types	15 16 17 18	3 out of 4 + -	
COMPREHENSION / CRITICAL THINKING	Analyze Story Elements (characters) <small>TAKS™ READING OBJECTIVE 2 TEKS 4.12H Analyze characters</small>	19 20 21 22 27	4 out of 5 + -	_____ × 4 = <div style="border: 1px solid black; padding: 5px; display: inline-block;">/ 36</div>
	Distinguish Fact and Opinion <small>TAKS™ READING OBJECTIVE 4 TEKS 4.10J Distinguish fact and opinion</small>	23 24 25 26	3 out of 4 + -	
TOTAL UNIT 1 PROGRESS TEST				<div style="border: 1px solid black; padding: 5px; display: inline-block;">/ 100</div>

Note: TEKS listed are those tested on TAKS™ Reading.

DIRECTIONS Record the student's name and test date. Use the **Answer Key** on page 10a of the Assessment Handbook to score the student's test. Then, in the Student Profile, circle the item number of each correct answer and circle the plus or minus sign to indicate mastery. Calculate the subtest scores and then the total test score. To help you group students for reteaching, transfer the minus sign for any unmastered skill to the **Class Profile** (page 109).

Student Name _____
Date _____

		ITEM ANALYSIS		TEST SCORES
Subtest	Tested Skills	Item Numbers	Mastery	No. Correct × Points = Score
VOCABULARY	Key Words	1 2 3 4 5 6	5 out of 6 + −	<div> <div>_____ × 4 =</div> <div>40</div> </div>
	Context Clues <small>TAKS™ READING OBJECTIVE 1 TEKS 4.9B Draw on experiences to bring meanings to words in context</small>	7 8 9 10	3 out of 4 + −	
GRAMMAR	Complete Sentences	11 12 13 14	3 out of 4 + −	<div> <div>_____ × 3 =</div> <div>24</div> </div>
	Sentence Types	15 16 17 18	3 out of 4 + −	
COMPREHENSION / CRITICAL THINKING	Analyze Story Elements (characters) <small>TAKS™ READING OBJECTIVE 2 TEKS 4.12H Analyze characters</small>	19 20 21 22 27	4 out of 5 + −	<div> <div>_____ × 4 =</div> <div>36</div> </div>
	Distinguish Fact and Opinion <small>TAKS™ READING OBJECTIVE 4 TEKS 4.10J Distinguish fact and opinion</small>	23 24 25 26	3 out of 4 + −	
TOTAL UNIT 1 PROGRESS TEST				<div> <div>_____</div> <div>100</div> </div>

Note: TEKS listed are those tested on TAKS™ Reading.



DIRECTIONS Use the **Unit 1 Student Profiles** to complete this chart. In each row, write the student's name, fill in the bubble for the test form taken, and mark a minus sign (–) for any skill not yet mastered. Then group students and use the reteaching ideas and practice exercises to help students reach mastery.

[illegible]

KEY: **AH:** Assessment Handbook **EAYC:** English at Your Command!
LB TG: Leveled Books Teacher's Guide **PB:** Practice Book

Unit 2 • Student Profile for Beginning Progress Test

DIRECTIONS Record the student's name and test date. Use the **Answer Key** on page 21a of the Assessment Handbook to score the student's test. Then, in the Student Profile, circle the item number of each correct answer and circle the plus or minus sign to indicate mastery. Calculate the subtest scores and then the total test score. To help you group students for reteaching, transfer the minus sign for any unmastered skill to the **Class Profile** (page 113).

Student Name _____ Date _____

		ITEM ANALYSIS		TEST SCORES
Subtest	Tested Skills	Item Numbers	Mastery	No. Correct × Points = Score
VOCABULARY	Key Words	1 2 3 4 5 6	5 out of 6 + -	_____ × 4 = / 24
	Nouns	7 8 9 10 11 12 13	6 out of 7 + -	_____ × 4 = / 28
COMPREHENSION / CRITICAL THINKING	Make Comparisons TAKS™ READING OBJECTIVE 3 TEKS 4.10I Find similarities and differences across texts TEKS 4.12E Compare communication in different forms such as comparing story variants TAKS™ READING OBJECTIVE 4 TEKS 4.11D Connect, compare, and contrast ideas, themes, and issues across text	14 15 16 21	3 out of 4 + -	_____ × 6 = / 48
	Relate Main Idea and Details TAKS™ READING OBJECTIVE 1 TEKS 4.10F Determine a text's main ideas and how those ideas are supported with details	17 18 19 20	3 out of 4 + -	
TOTAL UNIT 2 PROGRESS TEST				/ 100

Note: TEKS listed are those tested on TAKS™ Reading.

Unit 2 • Student Profile for Intermediate Progress Test

DIRECTIONS Record the student's name and test date. Use the **Answer Key** on page 21a of the Assessment Handbook to score the student's test. Then, in the Student Profile, circle the item number of each correct answer and circle the plus or minus sign to indicate mastery. Calculate the subtest scores and then the total test score. To help you group students for reteaching, transfer the minus sign for any unmastered skill to the **Class Profile** (page 113).

Student Name _____ Date _____

Subtest	Tested Skills	ITEM ANALYSIS		TEST SCORES
		Item Numbers	Mastery	No. Correct × Points = Score
VOCABULARY	Key Words	1 2 3 4 5 6 7 8 9 10	8 out of 10 + -	_____ × 4 = / 40
	Nouns	11 12 13 14 15 16 17 18	6 out of 8 + -	_____ × 3 = / 24
COMPREHENSION / CRITICAL THINKING	Make Comparisons TAKS™ READING OBJECTIVE 3 TEKS 4.10I Find similarities and differences across texts TEKS 4.12E Compare communication in different forms such as comparing story variants TAKS™ READING OBJECTIVE 4 TEKS 4.11D Connect, compare, and contrast ideas, themes, and issues across text	24 25 26 27	3 out of 4 + -	_____ × 3 = / 36
	Relate Main Idea and Details TAKS™ READING OBJECTIVE 1 TEKS 4.10F Determine a text's main ideas and how those ideas are supported with details	23 28 29 30	3 out of 4 + -	
	Relate Problem and Solution TAKS™ READING OBJECTIVE 2 TEKS 4.12I Recognize and analyze story plot and problem resolution TAKS™ READING OBJECTIVE 4 TEKS 4.12B Recognize that authors organize information in specific ways	19 20 21 22	3 out of 4 + -	
TOTAL UNIT 2 PROGRESS TEST				/ 100

Note: TEKS listed are those tested on TAKS™ Reading.

Unit 2 • Student Profile for Advanced Progress Test

4

DIRECTIONS Record the student's name and test date. Use the **Answer Key** on page 21a of the Assessment Handbook to score the student's test. Then, in the Student Profile, circle the item number of each correct answer and circle the plus or minus sign to indicate mastery. Calculate the subtest scores and then the total test score. To help you group students for reteaching, transfer the minus sign for any unmastered skill to the **Class Profile** (page 113).

Student Name _____ Date _____

		ITEM ANALYSIS		TEST SCORES
Subtest	Tested Skills	Item Numbers	Mastery	No. Correct × Points = Score
VOCABULARY	Key Words	1 2 3 4 5	8 out of 10	_____ × 4 = / 40
		6 7 8 9 10	+ -	
GRAMMAR	Nouns	11 12 13 14	6 out of 8	_____ × 3 = / 24
		15 16 17 18	+ -	
COMPREHENSION / CRITICAL THINKING	Make Comparisons TAKS™ READING OBJECTIVE 3 TEKS 4.10I Find similarities and differences across texts TEKS 4.12E Compare communication in different forms such as comparing story variants TAKS™ READING OBJECTIVE 4 TEKS 4.11D Connect, compare, and contrast ideas, themes, and issues across text	24 25 26 29	3 out of 4	_____ × 3 = / 36
	Relate Main Idea and Details TAKS™ READING OBJECTIVE 1 TEKS 4.10F Determine a text's main ideas and how those ideas are supported with details	23 27 28 30	3 out of 4	
	Relate Problem and Solution TAKS™ READING OBJECTIVE 2 TEKS 4.12I Recognize and analyze story plot and problem resolution TAKS™ READING OBJECTIVE 4 TEKS 4.12B Recognize that authors organize information in specific ways	19 20 21 22	3 out of 4	
TOTAL UNIT 2 PROGRESS TEST				/ 100

Note: TEKS listed are those tested on TAKS™ Reading.



Unit 2 • Class Profile for Progress Test

Date _____

DIRECTIONS Use the **Unit 2 Student Profiles** to complete this chart. In each row, write the student's name, fill in the bubble for the test form taken, and mark a minus sign (–) for any skill not yet mastered. Then group students and use the reteaching ideas and practice exercises to help students reach mastery.

Student Name	Test Form	TESTED SKILLS				
		Key Words	Nouns	Make Comparisons TAKS™ READING OBJECTIVE 3 TEKS 4.10I, 4.12E TAKS™ READING OBJECTIVE 4 TEKS 4.11D	Relate Main Idea and Details TAKS™ READING OBJECTIVE 1 TEKS 4.10F	Relate Problem and Solution TAKS™ READING OBJECTIVE 2 TEKS 4.12I TAKS™ READING OBJECTIVE 4 TEKS 4.12B
	(B) (I) (A)					
	(B) (I) (A)					
	(B) (I) (A)					
	(B) (I) (A)					
	(B) (I) (A)					
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	(B) (I) (A)					
	(B) (I) (A)					
	(B) (I) (A)					
	(B) (I) (A)					
	(B) (I) (A)					
	(B) (I) (A)					
	(B) (I) (A)					
	(B) (I) (A)					
	(B) (I) (A)					
	(B) (I) (A)					
RETEACHING RESOURCES		AH T38	AH T40 EAYC 239–245	LB TG	LB TG	LB TG
PRACTICE EXERCISES		PB 19, 25	EAYC 383–386	PB 31	PB 22–23	PB 21

KEY: AH: Assessment Handbook
LB TG: Leveled Books Teacher's Guide

EAYC: English at Your Command!
PB: Practice Book



Unit 3 • Student Profile for Beginning Progress Test

DIRECTIONS Record the student's name and test date. Use the **Answer Key** on page 32a of the Assessment Handbook to score the student's test. Then, in the Student Profile, circle the item number of each correct answer and circle the plus or minus sign to indicate mastery. Calculate the subtest scores and then the total test score. To help you group students for reteaching, transfer the minus sign for any unmastered skill to the **Class Profile** (page 117).

Student Name _____ Date _____

		ITEM ANALYSIS		TEST SCORES
Subtest	Tested Skills	Item Numbers	Mastery	No. Correct × Points = Score
VOCABULARY	Key Words	1 2 3 4 5 6	5 out of 6 + -	_____ × 4 = / 24
	Verbs	7 8 9 10 11 12 13	6 out of 7 + -	_____ × 4 = / 28
COMPREHENSION / CRITICAL THINKING	Analyze Story Elements (plot, setting) <small>TAKS™ READING OBJECTIVE 2 TEKS 4.12I Recognize and analyze story plot and setting</small>	14 15 16 17	3 out of 4 + -	_____ × 6 = / 48
	Identify Sequence <small>TAKS™ READING OBJECTIVE 3 TEKS 4.10E Use the text's progression of ideas such as chronology to locate and recall information</small>	18 19 20 21	3 out of 4 + -	
TOTAL UNIT 3 PROGRESS TEST				/ 100

Note: TEKS listed are those tested on TAKS™ Reading.

Unit 3 • Student Profile for Intermediate Progress Test

DIRECTIONS Record the student's name and test date. Use the **Answer Key** on page 32a of the Assessment Handbook to score the student's test. Then, in the Student Profile, circle the item number of each correct answer and circle the plus or minus sign to indicate mastery. Calculate the subtest scores and then the total test score. To help you group students for reteaching, transfer the minus sign for any unmastered skill to the **Class Profile** (page 117).

Student Name _____ Date _____

		ITEM ANALYSIS		TEST SCORES
Subtest	Tested Skills	Item Numbers	Mastery	No. Correct × Points = Score
VOCABULARY	Key Words	1 2 3 4 5 6	5 out of 6 + -	_____ × 4 = / 40
	Context Clues TAKS™ READING OBJECTIVE 1 TEKS 4.9B Draw on experiences to bring meanings to words in context such as interpreting multiple-meaning words	7 8 9 10	3 out of 4 + -	
GRAMMAR	Verbs	11 12 13 14 15 16 17 18	6 out of 8 + -	_____ × 3 = / 24
COMPREHENSION / CRITICAL THINKING	Analyze Story Elements (plot, setting) TAKS™ READING OBJECTIVE 2 TEKS 4.12I Recognize and analyze story plot and setting	25 26 27 28	3 out of 4 + -	_____ × 3 = / 36
	Identify Sequence TAKS™ READING OBJECTIVE 3 TEKS 4.10E Use the text's progression of ideas such as chronology to locate and recall information	19 20 21 22	3 out of 4 + -	
	Summarize TAKS™ READING OBJECTIVE 1 TEKS 4.10G Paraphrase and summarize text to recall, inform, and organize ideas	23 24 29 30	3 out of 4 + -	
TOTAL UNIT 3 PROGRESS TEST				/ 100

Note: TEKS listed are those tested on TAKS™ Reading.

Unit 3 • Student Profile for Advanced Progress Test



DIRECTIONS Record the student's name and test date. Use the **Answer Key** on page 32a of the Assessment Handbook to score the student's test. Then, in the Student Profile, circle the item number of each correct answer and circle the plus or minus sign to indicate mastery. Calculate the subtest scores and then the total test score. To help you group students for reteaching, transfer the minus sign for any unmastered skill to the **Class Profile** (page 117).

Student Name _____ Date _____

		ITEM ANALYSIS		TEST SCORES
Subtest	Tested Skills	Item Numbers	Mastery	No. Correct × Points = Score
VOCABULARY	Key Words	1 2 3 4 5 6	5 out of 6 + -	_____ × 4 = / 40
	Context Clues TAKS™ READING OBJECTIVE 1 TEKS 4.9B Draw on experiences to bring meanings to words in context such as interpreting multiple-meaning words	7 8 9 10	3 out of 4 + -	
GRAMMAR	Verbs	11 12 13 14 15 16 17 18	6 out of 8 + -	_____ × 3 = / 24
COMPREHENSION / CRITICAL THINKING	Analyze Story Elements (plot, setting) TAKS™ READING OBJECTIVE 2 TEKS 4.12I Recognize and analyze story plot and setting	25 26 27 28	3 out of 4 + -	_____ × 3 = / 36
	Identify Sequence TAKS™ READING OBJECTIVE 3 TEKS 4.10E Use the text's progression of ideas such as chronology to locate and recall information	19 20 21 22	3 out of 4 + -	
	Summarize TAKS™ READING OBJECTIVE 1 TEKS 4.10G Paraphrase and summarize text to recall, inform, and organize ideas	23 24 29 30	3 out of 4 + -	
TOTAL UNIT 3 PROGRESS TEST				/ 100

Note: TEKS listed are those tested on TAKS™ Reading.

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EAYC: English at Your Command!
PB: Practice Book



Unit 4 • Student Profile for Beginning Progress Test

DIRECTIONS Record the student's name and test date. Use the **Answer Key** on page 43a of the Assessment Handbook to score the student's test. Then, in the Student Profile, circle the item number of each correct answer and circle the plus or minus sign to indicate mastery. Calculate the subtest scores and then the total test score. To help you group students for reteaching, transfer the minus sign for any unmastered skill to the **Class Profile** (page 121).

Student Name _____ Date _____

		ITEM ANALYSIS		TEST SCORES
Subtest	Tested Skills	Item Numbers	Mastery	No. Correct × Points = Score
VOCABULARY	Key Words	1 2 3 4 5 6	5 out of 6 + -	_____ × 4 = / 24
	Adjectives	7 8 9 10 11 12 13	6 out of 7 + -	_____ × 4 = / 28
COMPREHENSION / CRITICAL THINKING	Analyze Story Elements (characters) <small>TAKS™ READING OBJECTIVE 2 TEKS 4.12H Analyze characters</small>	14 15 16 17	3 out of 4 + -	_____ × 6 = / 48
	Relate Main Idea and Details <small>TAKS™ READING OBJECTIVE 1 TEKS 4.10F Determine a text's main ideas and how those ideas are supported with details</small>	18 19 20 21	3 out of 4 + -	
TOTAL UNIT 4 PROGRESS TEST				/ 100

Note: TEKS listed are those tested on TAKS™ Reading.

Unit 4 • Student Profile for Intermediate Progress Test

DIRECTIONS Record the student's name and test date. Use the **Answer Key** on page 43a of the Assessment Handbook to score the student's test. Then, in the Student Profile, circle the item number of each correct answer and circle the plus or minus sign to indicate mastery. Calculate the subtest scores and then the total test score. To help you group students for reteaching, transfer the minus sign for any unmastered skill to the **Class Profile** (page 121).

Student Name _____ Date _____

		ITEM ANALYSIS		TEST SCORES
Subtest	Tested Skills	Item Numbers	Mastery	No. Correct × Points = Score
VOCABULARY	Key Words	1 2 3 4 5 6	5 out of 6 + -	_____ × 4 = / 40
	Prefixes and Suffixes <small>TAKS® READING OBJECTIVE 1 TEKS 4.9D Determine meanings by applying knowledge of root words and affixes</small>	7 8 9 10	3 out of 4 + -	
GRAMMAR	Adjectives	12 14 17 18 19 20 21 22	6 out of 8 + -	_____ × 2 = / 24
	Comparative and Superlative Adjectives	11 13 15 16	3 out of 4 + -	
COMPREHENSION / CRITICAL THINKING	Analyze Story Elements (characters) <small>TAKS® READING OBJECTIVE 2 TEKS 4.12H Analyze characters</small>	28 29 30 31	3 out of 4 + -	_____ × 4 = / 36
	Relate Main Idea and Details <small>TAKS® READING OBJECTIVE 1 TEKS 4.10F Determine a text's main ideas and how those ideas are supported with details</small>	23 24 25 26 27	4 out of 5 + -	
TOTAL UNIT 4 PROGRESS TEST				/ 100

Note: TEKS listed are those tested on TAKS™ Reading.

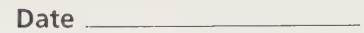


DIRECTIONS Record the student's name and test date. Use the **Answer Key** on page 43a of the Assessment Handbook to score the student's test. Then, in the Student Profile, circle the item number of each correct answer and circle the plus or minus sign to indicate mastery. Calculate the subtest scores and then the total test score. To help you group students for reteaching, transfer the minus sign for any unmastered skill to the **Class Profile** (page 121).

Student Name _____ Date _____

		ITEM ANALYSIS		TEST SCORES
Subtest	Tested Skills	Item Numbers	Mastery	No. Correct × Points = Score
VOCABULARY	Key Words	1 2 3 4 5 6	5 out of 6 + -	_____ × 4 = / 40
	Prefixes and Suffixes <small>TAKS™ READING OBJECTIVE 1 TEKS 4.9D Determine meanings by applying knowledge of root words and affixes</small>	7 8 9 10	3 out of 4 + -	
GRAMMAR	Adjectives	12 13 14 18 19 20 21 22	6 out of 8 + -	_____ × 2 = / 24
	Comparative and Superlative Adjectives	11 15 16 17	3 out of 4 + -	
COMPREHENSION / CRITICAL THINKING	Analyze Story Elements (characters) <small>TAKS™ READING OBJECTIVE 2 TEKS 4.12H Analyze characters</small>	27 28 29 30	3 out of 4 + -	_____ × 4 = / 36
	Relate Main Idea and Details <small>TAKS™ READING OBJECTIVE 1 TEKS 4.10F Determine a text's main ideas and how those ideas are supported with details</small>	23 24 25 26 31	4 out of 5 + -	
TOTAL UNIT 4 PROGRESS TEST				/ 100

Note: TEKS listed are those tested on TAKS™ Reading.

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Unit 5 • Student Profile for Beginning Progress Test

DIRECTIONS Record the student's name and test date. Use the **Answer Key** on page 54a of the Assessment Handbook to score the student's test. Then, in the Student Profile, circle the item number of each correct answer and circle the plus or minus sign to indicate mastery. Calculate the subtest scores and then the total test score. To help you group students for reteaching, transfer the minus sign for any unmastered skill to the **Class Profile** (page 125).

Student Name _____ Date _____

		ITEM ANALYSIS		TEST SCORES
Subtest	Tested Skills	Item Numbers	Mastery	No. Correct × Points = Score
VOCABULARY	Key Words	1 2 3 4 5 6	5 out of 6 + -	_____ × 4 = / 24
	Nouns and Pronouns	7 8 9 10 11 12 13	6 out of 7 + -	_____ × 4 = / 28
COMPREHENSION / CRITICAL THINKING	Identify Sequence <small>TAKS READING OBJECTIVE 3 TEKS 4.10E Use the text's progression of ideas such as chronology to locate and recall information</small>	14 15 18 19	3 out of 4 + -	_____ × 6 = / 48
	Draw Conclusions <small>TAKS READING OBJECTIVE 4 TEKS 4.10H Draw inferences such as conclusions and support them with text evidence TEKS 4.11C Support responses by referring to relevant text</small>	16 17 20 21	3 out of 4 + -	
TOTAL UNIT 5 PROGRESS TEST				/ 100

Note: TEKS listed are those tested on TAKS™ Reading.



Unit 5 • Student Profile for Intermediate Progress Test

DIRECTIONS Record the student's name and test date. Use the **Answer Key** on page 54a of the Assessment Handbook to score the student's test. Then, in the Student Profile, circle the item number of each correct answer and circle the plus or minus sign to indicate mastery. Calculate the subtest scores and then the total test score. To help you group students for reteaching, transfer the minus sign for any unmastered skill to the **Class Profile** (page 125).

Student Name _____ Date _____

		ITEM ANALYSIS		TEST SCORES
Subtest	Tested Skills	Item Numbers	Mastery	No. Correct × Points = Score
VOCABULARY	Key Words	1 2 3 4 5 6 7 8 9 10	8 out of 10 + -	_____ × 4 = / 40
	Nouns and Pronouns	11 12 13 14 15 16 17 18	6 out of 8 + -	_____ × 3 = / 24
COMPREHENSION / CRITICAL THINKING	Identify Sequence TAKS™ READING OBJECTIVE 3 TEKS 4.10E Use the text's progression of ideas such as chronology to locate and recall information	20 21 25 26	3 out of 4 + -	_____ × 3 = / 36
	Draw Conclusions TAKS™ READING OBJECTIVE 4 TEKS 4.10H Draw inferences such as conclusions and support them with text evidence TEKS 4.11C Support responses by referring to relevant text	22 23 27 28	3 out of 4 + -	
	Distinguish Literary Forms and Purposes TAKS™ READING OBJECTIVE 3 TEKS 4.12C Identify the purposes of different types of texts TAKS™ READING OBJECTIVE 4 TEKS 4.12B Recognize that authors organize information in specific ways	19 24 29 30	3 out of 4 + -	
TOTAL UNIT 5 PROGRESS TEST				/ 100

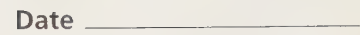
Note: TEKS listed are those tested on TAKS™ Reading.

DIRECTIONS Record the student's name and test date. Use the **Answer Key** on page 54a of the Assessment Handbook to score the student's test. Then, in the Student Profile, circle the item number of each correct answer and circle the plus or minus sign to indicate mastery. Calculate the subtest scores and then the total test score. To help you group students for reteaching, transfer the minus sign for any unmastered skill to the **Class Profile** (page 125).

Student Name _____ Date _____

		ITEM ANALYSIS		TEST SCORES
Subtest	Tested Skills	Item Numbers	Mastery	No. Correct × Points = Score
VOCABULARY	Key Words	1 2 3 4 5	8 out of 10	<div> <div>_____ × 4 =</div> <div>40</div> </div>
		6 7 8 9 10	+ -	
GRAMMAR	Nouns and Pronouns	11 12 13 14	6 out of 8	<div> <div>_____ × 3 =</div> <div>24</div> </div>
		15 16 17 18	+ -	
COMPREHENSION / CRITICAL THINKING	Identify Sequence <small>TAKS™ READING OBJECTIVE 3 TEKS 4.10E Use the text's progression of ideas such as chronology to locate and recall information</small>	20 21 25 26	3 out of 4 + -	<div> <div>_____ × 3 =</div> <div>36</div> </div>
	Draw Conclusions <small>TAKS™ READING OBJECTIVE 4 TEKS 4.10H Draw inferences such as conclusions and support them with text evidence TEKS 4.11C Support responses by referring to relevant text</small>	22 23 27 28	3 out of 4 + -	
	Distinguish Literary Forms and Purposes <small>TAKS™ READING OBJECTIVE 3 TEKS 4.12C Identify the purposes of different types of texts TAKS™ READING OBJECTIVE 4 TEKS 4.12B Recognize that authors organize information in specific ways</small>	19 24 29 30	3 out of 4 + -	
TOTAL UNIT 5 PROGRESS TEST				<div> <div>_____</div> <div>100</div> </div>

Note: TEKS listed are those tested on TAKS™ Reading.



		TESTED SKILLS				
		Key Words	Nouns and Pronouns	Identify Sequence TAKS™ READING OBJECTIVE 3 TEKS 4.10E	Draw Conclusions TAKS™ READING OBJECTIVE 4 TEKS 4.10H, 4.11C	Distinguish Literary Forms and Purposes TAKS™ READING OBJECTIVE 3 TEKS 4.12C TAKS™ READING OBJECTIVE 4 TEKS 4.12B
Student Name	Test Form					
	(B) (I) (A)					
	(B) (I) (A)					
	(B) (I) (A)					
	(B) (I) (A)					
	(B) (I) (A)					
	(B) (I) (A)					
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	(B) (I) (A)					
	(B) (I) (A)					
RETEACHING RESOURCES		AH T38	AH T40 EAYC 244, 246–249	LB TG	LB TG	LB TG
PRACTICE EXERCISES		PB 71, 79	EAYC 386, 387–389	PB 75	PB 76–77	

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Unit 6 • Student Profile for Beginning Progress Test

DIRECTIONS Record the student's name and test date. Use the **Answer Key** on page 65a of the Assessment Handbook to score the student's test. Then, in the Student Profile, circle the item number of each correct answer and circle the plus or minus sign to indicate mastery. Calculate the subtest scores and then the total test score. To help you group students for reteaching, transfer the minus sign for any unmastered skill to the **Class Profile** (page 129).

Student Name _____ Date _____

		ITEM ANALYSIS		TEST SCORES
Subtest	Tested Skills	Item Numbers	Mastery	No. Correct × Points = Score
VOCABULARY	Key Words	1 2 3 4 5 6 7	6 out of 7 + -	_____ × 4 = / 28
	Verb Tense (present, past, future)	8 9 10 11	3 out of 4 + -	_____ × 4 = / 32
GRAMMAR	Modals	12 13 14 15	3 out of 4 + -	
COMPREHENSION / CRITICAL THINKING	Relate Steps in a Process <small>TAKS™ READING OBJECTIVE 3 TEKS 4.10E Use the text's progression of ideas such as chronology to locate and recall information</small>	16 17 21 23	3 out of 4 + -	_____ × 5 = / 40
	Relate Cause and Effect <small>TAKS™ READING OBJECTIVE 3 TEKS 4.10E Use the text's progression of ideas such as cause and effect to locate and recall information</small>	18 19 20 22	3 out of 4 + -	
TOTAL UNIT 6 PROGRESS TEST				/ 100

Note: TEKS listed are those tested on TAKS™ Reading.

Unit 6 • Student Profile for Intermediate Progress Test

DIRECTIONS Record the student's name and test date. Use the **Answer Key** on page 65a of the Assessment Handbook to score the student's test. Then, in the Student Profile, circle the item number of each correct answer and circle the plus or minus sign to indicate mastery. Calculate the subtest scores and then the total test score. To help you group students for reteaching, transfer the minus sign for any unmastered skill to the **Class Profile** (page 129).

Student Name _____ Date _____

		ITEM ANALYSIS		TEST SCORES
Subtest	Tested Skills	Item Numbers	Mastery	No. Correct × Points = Score
VOCABULARY	Key Words	1 2 3 4 5 6	5 out of 6 + -	_____ × 4 = / 40
	Confirm Word Meaning (dictionary)	7 8 9 10	3 out of 4 + -	
GRAMMAR	Verb Tense (present, past, future)	11 12 13 14	3 out of 4 + -	_____ × 3 = / 24
	Modals	15 16 17 18	3 out of 4 + -	
COMPREHENSION / CRITICAL THINKING	Relate Steps in a Process TAKS™ READING OBJECTIVE 3 TEKS 4.10E Use the text's progression of ideas such as chronology to locate and recall information	22 26 27 28	3 out of 4 + -	_____ × 3 = / 36
	Relate Cause and Effect TAKS™ READING OBJECTIVE 3 TEKS 4.10E Use the text's progression of ideas such as cause and effect to locate and recall information	19 20 29 30	3 out of 4 + -	
	Determine Author's Purpose, Point of View, and Logic TAKS™ READING OBJECTIVE 3 TEKS 4.12A Judge the internal consistency or logic of stories and texts TEKS 4.12J Describe how the author's perspective or point of view affects the text TAKS™ READING OBJECTIVE 4 TEKS 4.12B Recognize that authors organize information in specific ways	21 23 24 25	3 out of 4 + -	
TOTAL UNIT 6 PROGRESS TEST				/ 100

Note: TEKS listed are those tested on TAKS™ Reading.

DIRECTIONS Record the student's name and test date. Use the **Answer Key** on page 65a of the Assessment Handbook to score the student's test. Then, in the Student Profile, circle the item number of each correct answer and circle the plus or minus sign to indicate mastery. Calculate the subtest scores and then the total test score. To help you group students for reteaching, transfer the minus sign for any unmastered skill to the **Class Profile** (page 129).

Student Name _____ Date _____





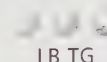


		ITEM ANALYSIS		TEST SCORES
Subtest	Tested Skills	Item Numbers	Mastery	No. Correct × Points = Score
VOCABULARY	Key Words	1 2 3 4 5 6	5 out of 6 + -	_____ × 4 = / 40
	Confirm Word Meaning (dictionary)	7 8 9 10	3 out of 4 + -	
GRAMMAR	Verb Tense (present, past, future)	11 12 13 14	3 out of 4 + -	_____ × 3 = / 24
	Modals	15 16 17 18	3 out of 4 + -	
COMPREHENSION / CRITICAL THINKING	Relate Steps in a Process TAKS™ READING OBJECTIVE 3 TEKS 4.10E Use the text's progression of ideas such as chronology to locate and recall information	19 20 27 30	3 out of 4 + -	_____ × 3 = / 36
	Relate Cause and Effect TAKS™ READING OBJECTIVE 3 TEKS 4.10E Use the text's progression of ideas such as cause and effect to locate and recall information	25 26 28 29	3 out of 4 + -	
	Determine Author's Purpose, Point of View, and Logic TAKS™ READING OBJECTIVE 3 TEKS 4.12A Judge the internal consistency or logic of stories and texts TEKS 4.12J Describe how the author's perspective or point of view affects the text TAKS™ READING OBJECTIVE 4 TEKS 4.12B Recognize that authors organize information in specific ways	21 22 23 24	3 out of 4 + -	
TOTAL UNIT 6 PROGRESS TEST				/ 100

Note: TEKS listed are those tested on TAKS™ Reading.

Unit 6 • Class Profile for Progress Test

Date _____

DIRECTIONS Use the **Unit 6 Student Profiles** to complete this chart. In each row, write the student's name, fill in the bubble for the test form taken, and mark a minus sign (–) for any skill not yet mastered. Then group students and use the reteaching ideas and practice exercises to help students reach mastery.

		TESTED SKILLS						
Student Name	Test Form	Key Words	Confirm Word Meaning (dictionary)	Verb Tense (present, past, future)	Modals	Relate Steps in a Process <small>TAKS™ READING OBJECTIVE 3 TEKS 4.10E</small>	Relate Cause and Effect <small>TAKS™ READING OBJECTIVE 3 TEKS 4.10E</small>	Determine Author's Purpose, Point of View, and Logic <small>TAKS™ READING OBJECTIVE 3 TEKS 4.12A, 4.12J TAKS™ READING OBJECTIVE 4 TEKS 4.12B</small>
			<input type="radio"/> B <input type="radio"/> I <input type="radio"/> A					
	<input type="radio"/> B <input type="radio"/> I <input type="radio"/> A							
	<input type="radio"/> B <input type="radio"/> I <input type="radio"/> A							
	<input type="radio"/> B <input type="radio"/> I <input type="radio"/> A							
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	<input type="radio"/> B <input type="radio"/> I <input type="radio"/> A							
	<input type="radio"/> B <input type="radio"/> I <input type="radio"/> A							
RETEACHING RESOURCES		 AH T38	 EAYC 322–325	 AH T40 EAYC 261–264	 AH T40 EAYC 259	 LB TG	 LB TG	 LB TG
PRACTICE EXERCISES		PB 85, 91	PB 90	EAYC 393–396	EAYC 392	PB 87	PB 96–97	

KEY: AH: Assessment Handbook
LB TG: Leveled Books Teacher's Guide
EAYC: English at Your Command!
PB: Practice Book

DIRECTIONS Record the student's name and test date. Use the **Answer Key** on page 76a of the Assessment Handbook to score the student's test. Then, in the Student Profile, circle the item number of each correct answer and circle the plus or minus sign to indicate mastery. Calculate the subtest scores and then the total test score. To help you group students for reteaching, transfer the minus sign for any unmastered skill to the **Class Profile** (page 133).

Student Name _____ Date _____

		ITEM ANALYSIS		TEST SCORES
Subtest	Tested Skills	Item Numbers	Mastery	No. Correct × Points = Score
VOCABULARY	Key Words	1 2 3 4 5 6 7	6 out of 7 + -	_____ × 4 = / 28
	Helping Verbs	8 9 10 11	3 out of 4 + -	_____ × 4 = / 32
GRAMMAR	Complete Sentences	12 13 14 15	3 out of 4 + -	
	COMPREHENSION / CRITICAL THINKING	Relate Goal and Outcome TAKS™ READING OBJECTIVE 3 TEKS 4.10E Use the text's structure to locate and recall information TAKS™ READING OBJECTIVE 4 TEKS 4.12B Recognize that authors organize information in specific ways	16 17 18 19 3 out of 4 + -	_____ × 5 = / 40
Relate Problem and Solution TAKS™ READING OBJECTIVE 3 TEKS 4.10E Use the text's structure to locate and recall information		20 21 22 23 3 out of 4 + -		
TOTAL UNIT 7 PROGRESS TEST				/ 100

Note: TEKS listed are those tested on TAKS™ Reading.

Unit 7 • Student Profile for Intermediate Progress Test

DIRECTIONS Record the student's name and test date. Use the **Answer Key** on page 76a of the Assessment Handbook to score the student's test. Then, in the Student Profile, circle the item number of each correct answer and circle the plus or minus sign to indicate mastery. Calculate the subtest scores and then the total test score. To help you group students for reteaching, transfer the minus sign for any unmastered skill to the **Class Profile** (page 133).

Student Name _____ Date _____

		ITEM ANALYSIS		TEST SCORES
Subtest	Tested Skills	Item Numbers	Mastery	No. Correct × Points = Score
VOCABULARY	Key Words	1 2 3 4 5 6	5 out of 6 + -	_____ × 4 = / 40
	Prefixes and Suffixes TAKS™ READING OBJECTIVE 1 TEKS 4.9D Determine meanings by applying knowledge of root words and affixes	7 8 9 10	3 out of 4 + -	
GRAMMAR	Helping Verbs	11 12 13 14 15 16	5 out of 6 + -	_____ × 2 = / 24
	Complete Sentences	17 18 19 20 21 22	5 out of 6 + -	
COMPREHENSION / CRITICAL THINKING	Relate Goal and Outcome TAKS™ READING OBJECTIVE 3 TEKS 4.10E Use the text's structure to locate and recall information TAKS™ READING OBJECTIVE 4 TEKS 4.12B Recognize that authors organize information in specific ways	27 28 29 30 31	4 out of 5 + -	_____ × 4 = / 36
	Relate Problem and Solution TAKS™ READING OBJECTIVE 3 TEKS 4.10E Use the text's structure to locate and recall information	23 24 25 26	3 out of 4 + -	
TOTAL UNIT 7 PROGRESS TEST				/ 100

Note: TEKS listed are those tested on TAKS™ Reading.

DIRECTIONS Record the student’s name and test date. Use the **Answer Key** on page 76a of the Assessment Handbook to score the student’s test. Then, in the Student Profile, circle the item number of each correct answer and circle the plus or minus sign to indicate mastery. Calculate the subtest scores and then the total test score. To help you group students for reteaching, transfer the minus sign for any unmastered skill to the **Class Profile** (page 133).

Student Name _____
Date _____

		ITEM ANALYSIS		TEST SCORES
Subtest	Tested Skills	Item Numbers	Mastery	No. Correct × Points = Score
VOCABULARY	Key Words	1 2 3 4 5 6	5 out of 6 + -	<div> <div>_____ × 4 =</div> <div>40</div> </div>
	Prefixes and Suffixes TAKS™ READING OBJECTIVE 1 TEKS 4.9D Determine meanings by applying knowledge of root words and affixes	7 8 9 10	3 out of 4 + -	
GRAMMAR	Helping Verbs	11 12 13 14 15 16	5 out of 6 + -	<div> <div>_____ × 2 =</div> <div>24</div> </div>
	Complete Sentences	17 18 19 20 21 22	5 out of 6 + -	
COMPREHENSION / CRITICAL THINKING	Relate Goal and Outcome TAKS™ READING OBJECTIVE 3 TEKS 4.10E Use the text's structure to locate and recall information TAKS™ READING OBJECTIVE 4 TEKS 4.12B Recognize that authors organize information in specific ways	23 28 29 30 31	4 out of 5 + -	<div> <div>_____ × 4 =</div> <div>36</div> </div>
	Relate Problem and Solution TAKS™ READING OBJECTIVE 3 TEKS 4.10E Use the text's structure to locate and recall information	24 25 26 27	3 out of 4 + -	
TOTAL UNIT 7 PROGRESS TEST				100

Note: TEKS listed are those tested on TAKS™ Reading.

[illegible]

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Unit 8 • Student Profile for Beginning Progress Test

DIRECTIONS Record the student's name and test date. Use the **Answer Key** on page 87a of the Assessment Handbook to score the student's test. Then, in the Student Profile, circle the item number of each correct answer and circle the plus or minus sign to indicate mastery. Calculate the subtest scores and then the total test score. To help you group students for reteaching, transfer the minus sign for any unmastered skill to the **Class Profile** (page 137).

Student Name _____ Date _____

		ITEM ANALYSIS		TEST SCORES
Subtest	Tested Skills	Item Numbers	Mastery	No. Correct × Points = Score
VOCABULARY	Key Words	1 2 3 4 5 6	5 out of 6 + -	_____ × 4 = / 24
	Adverbs	7 8 9 10 11 12 13	6 out of 7 + -	_____ × 4 = / 28
COMPREHENSION / CRITICAL THINKING	Analyze Story Elements (characters) <small>TAKS™ READING OBJECTIVE 2 TEKS 4.12H Analyze characters</small>	14 15 16 17	3 out of 4 + -	_____ × 6 = / 48
	Interpret Graphic Aids	18 19 20 21	3 out of 4 + -	
TOTAL UNIT 8 PROGRESS TEST				/ 100

Note: TEKS listed are those tested on TAKS™ Reading.



Unit 8 • Student Profile for Intermediate Progress Test

DIRECTIONS Record the student's name and test date. Use the **Answer Key** on page 87a of the Assessment Handbook to score the student's test. Then, in the Student Profile, circle the item number of each correct answer and circle the plus or minus sign to indicate mastery. Calculate the subtest scores and then the total test score. To help you group students for reteaching, transfer the minus sign for any unmastered skill to the **Class Profile** (page 137).

Student Name _____ Date _____

		ITEM ANALYSIS		TEST SCORES
Subtest	Tested Skills	Item Numbers	Mastery	No. Correct × Points = Score
VOCABULARY	Key Words	1 2 3 4 5 6 7 8 9 10	8 out of 10 + -	_____ × 4 = / 40
	Adverbs	15 16 17 18	3 out of 4 + -	_____ × 3 = / 24
GRAMMAR	Compound and Complex Sentences	11 12 13 14	3 out of 4 + -	
	COMPREHENSION / CRITICAL THINKING	Analyze Story Elements (characters) <small>TAKS™ READING OBJECTIVE 2 TEKS 4.12H Analyze characters</small>	19 20 21 23	3 out of 4 + -
Make Inferences and Predictions <small>TAKS™ READING OBJECTIVE 4 TEKS 4.10H Draw inferences</small>		22 24 29 30	3 out of 4 + -	
Interpret Graphic Aids		25 26 27 28	3 out of 4 + -	
TOTAL UNIT 8 PROGRESS TEST				/ 100

Note: TEKS listed are those tested on TAKS™ Reading.



Unit 8 • Student Profile for Advanced Progress Test



DIRECTIONS Record the student's name and test date. Use the **Answer Key** on page 87a of the Assessment Handbook to score the student's test. Then, in the Student Profile, circle the item number of each correct answer and circle the plus or minus sign to indicate mastery. Calculate the subtest scores and then the total test score. To help you group students for reteaching, transfer the minus sign for any unmastered skill to the **Class Profile** (page 137).

Student Name _____ Date _____

		ITEM ANALYSIS		TEST SCORES
Subtest	Tested Skills	Item Numbers	Mastery	No. Correct × Points = Score
VOCABULARY	Key Words	1 2 3 4 5 6 7 8 9 10	8 out of 10 + -	_____ × 4 = / 40
	Adverbs	15 16 17 18	3 out of 4 + -	_____ × 3 = / 24
GRAMMAR	Compound and Complex Sentences	11 12 13 14	3 out of 4 + -	
	COMPREHENSION / CRITICAL THINKING	Analyze Story Elements (characters) <small>TAKS™ READING OBJECTIVE 2 TEKS 4.12H Analyze characters</small>	19 20 21 22	3 out of 4 + -
Make Inferences and Predictions <small>TAKS™ READING OBJECTIVE 4 TEKS 4.10H Draw inferences</small>		23 24 29 30	3 out of 4 + -	
Interpret Graphic Aids		25 26 27 28	3 out of 4 + -	
TOTAL UNIT 8 PROGRESS TEST				/ 100

Note: TEKS listed are those tested on TAKS™ Reading.



DIRECTIONS Use the **Unit 8 Student Profiles** to complete this chart. In each row, write the student's name, fill in the bubble for the test form taken, and mark a minus sign (–) for any skill not yet mastered. Then group students and use the reteaching ideas and practice exercises to help students reach mastery.

[illegible]

KEY: **AH:** Assessment Handbook **EAYC:** English at Your Command!
LB TG: Leveled Books Teacher's Guide **PB:** Practice Book

Grade 4 TAKS™ Writing Summary

Student Name _____

DIRECTIONS Unshaded cells show when each TEKS is assessed on the **Avenues Unit Writing Tests**. Enter a + when the student shows mastery of each TEKS from performance on the **Unit Writing Test** or from the reteaching and practice lessons.

TAKS™ OBJECTIVES AND TEKS STUDENT EXPECTATIONS		UNIT WRITING TESTS							
		1	2	3	4	5	6	7	8
Objective 1. The student will, within a given context, produce an effective composition for a specific purpose.									
(4.15)	Writing/purposes. The student writes for a variety of audiences and purposes and in a variety of forms. The student is expected to								
	(A) write to express, [discover, record,] develop, reflect on ideas, and to problem solve (4–8);								
	(C) write to inform such as to explain, describe, [report,] and narrate (4–8);								
	(D) write to entertain such as to compose [humorous poems or] short stories (4–8); and								
	(E) exhibit an identifiable voice in personal narratives and in stories (4–5).								
(4.16)	Writing/penmanship/capitalization/punctuation. The student composes original texts, applying the conventions of written language such as capitalization, punctuation, and penmanship to communicate clearly. The student is expected to								
	(A) write legibly by selecting cursive or manuscript as appropriate (4–8).								
(4.19)	Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to								
	(C) revise selected drafts by adding, elaborating, deleting, combining, and rearranging text (4–8); and								
	(D) revise drafts for coherence, progression, and logical support of ideas (4–8).								
Objective 2. The student will produce a piece of writing that demonstrates a command of the conventions of spelling, capitalization, punctuation, grammar, usage, and sentence structure.									
(4.16)	Writing/penmanship/capitalization/punctuation. The student composes original texts, applying the conventions of written language such as capitalization, punctuation, and penmanship to communicate clearly. The student is expected to								
	(B) capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4–5).								
(4.17)	Writing/spelling. The student spells proficiently. The student is expected to								
	(A) write with accurate spelling of syllable constructions, including closed, open, consonant before –le, and syllable boundary patterns (3–6);								
	(B) write with accurate spelling of roots such as <i>drink</i> , <i>speak</i> , <i>read</i> , or <i>happy</i> ; inflections such as those that change tense or number; suffixes such as –able or –less; and prefixes such as <i>re–</i> or <i>un–</i> (4–6); and								
	(D) spell accurately in final drafts (4–8).								

TAKS™ OBJECTIVES AND TEKS STUDENT EXPECTATIONS		UNIT WRITING TESTS							
		1	2	3	4	5	6	7	8
(4.18)	Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The student is expected to								
	(A) use regular and irregular plurals correctly (4–6);								
	(B) write in complete sentences, varying the types such as compound and complex to match meanings and purposes (4–5);								
	(C) employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech (4–8);								
	(D) use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise (4–8);								
	(E) use prepositional phrases to elaborate written ideas (4–8);								
	(F) use conjunctions to connect ideas meaningfully (4–5);								
	(G) write with increasing accuracy when using apostrophes in contractions such as <i>it's</i> and possessives such as <i>Jan's</i> (4–8); and								
	(H) write with increasing accuracy when using objective case pronouns such as “Dan cooked for you and me.” (4–5).								
(4.19)	Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to								
	(E) edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice (4–8); and								
	(H) proofread his/her own writing and that of others (4–8).								
Objective 3. The student will recognize appropriate organization of ideas in written text.									
(4.19)	Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to								
	(C) revise selected drafts by adding, elaborating, deleting, combining, and rearranging text (4–8); and								
	(D) revise drafts for coherence, progression, and logical support of ideas (4–8).								
Objective 4. The student will recognize correct and effective sentence construction in written text.									
(4.18)	Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The student is expected to								
	(B) write in complete sentences, varying the types such as compound and complex to match meanings and purposes (4–5);								
	(E) use prepositional phrases to elaborate written ideas (4–8); and								
	(F) use conjunctions to connect ideas meaningfully (4–5).								
(4.19)	Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to								
	(E) edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice (4–8).								

TAKS™ OBJECTIVES AND TEKS STUDENT EXPECTATIONS		UNIT WRITING TESTS							
		1	2	3	4	5	6	7	8
Objective 5. The student will recognize standard usage and appropriate word choice in written text.									
(4.18)	Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The student is expected to								
	(C) employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech (4–8);								
	(D) use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise (4–8); and								
	(H) write with increasing accuracy when using objective case pronouns such as “Dan cooked for you and me.” (4–5).								
(4.19)	Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to								
	(E) edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice (4–8).								
	(H) proofread his/her own writing and that of others (4–8).								
Objective 6. The student will proofread for correct punctuation, capitalization, and spelling in written text.									
(4.16)	Writing/penmanship/capitalization/punctuation. The student composes original texts, applying the conventions of written language such as capitalization, punctuation, and penmanship to communicate clearly. The student is expected to								
	(B) capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4–5).								
(4.17)	Writing/spelling. The student spells proficiently. The student is expected to								
	(A) write with accurate spelling of syllable constructions, including closed, open, consonant before <i>-le</i> , and syllable boundary patterns (3–6);								
	(B) write with accurate spelling of roots such as <i>drink</i> , <i>speak</i> , <i>read</i> , or <i>happy</i> ; inflections such as those that change tense or number; suffixes such as <i>-able</i> or <i>-less</i> ; and prefixes such as <i>re-</i> or <i>un-</i> (4–6); and								
	(D) spell accurately in final drafts (4–8).								
(4.18)	Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The student is expected to								
	(G) write with increasing accuracy when using apostrophes in contractions such as <i>it’s</i> and possessives such as <i>Jan’s</i> (4–8).								
(4.19)	Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to								
	(H) proofread his/her own writing and that of others (4–8).								

Grade 4 TAKS™ Reading Summary

Student Name _____

DIRECTIONS Unshaded cells show when each TEKS is assessed on the **Avenues Unit Progress Tests**. Enter a + when the student shows mastery of each TEKS from performance on the **Unit Progress Test** or from the reteaching and practice lessons.

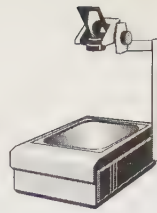
TAKS™ OBJECTIVES AND TEKS STUDENT EXPECTATIONS		UNIT PROGRESS TESTS							
		1	2	3	4	5	6	7	8
Objective 1. The student will demonstrate a basic understanding of culturally diverse written texts.									
(4.9)	Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to								
	(B) draw on experiences to bring meanings to words in context such as interpreting figurative language and multiple-meaning words (4–5); and								
	(D) determine meanings of derivatives by applying knowledge of the meanings of root words such as <i>like</i> , <i>pay</i> , or <i>happy</i> and affixes such as <i>dis-</i> , <i>pre-</i> , and <i>un-</i> (4–8).								
(4.10)	Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to								
	(F) determine a text’s main (or major) ideas and how those ideas are supported with details (4–8); and								
	(G) paraphrase and summarize text to recall, inform, or organize ideas (4–8).								
Objective 2. The student will apply knowledge of literary elements to understand culturally diverse written texts.									
(4.12)	Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to								
	(H) analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4–8); and								
	(I) recognize and analyze story plot, setting, and problem resolution (4–8).								
Objective 3. The student will use a variety of strategies to analyze culturally diverse written texts.									
(4.10)	Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to								
	(E) use the text’s structure or progression of ideas such as cause and effect or chronology to locate and recall information (4–8);								
	(I) find similarities and differences across texts such as in treatment, scope, or organization (4–8); and								
	(L) represent text information in different ways such as in outline, timeline, or graphic organizer (4–8).*								

* Like TAKS™ Reading, the Unit Progress Tests include items that ask students to insert information into a graphic organizer. Review student performance on the graphic organizer items on the Progress Tests as one way to determine mastery of this TEKS. You can also evaluate how students represent information in graphic organizers in the Think and Respond activity for each selection.

Grade 4 TAKS™ Reading Summary

TAKS™ OBJECTIVES AND TEKS STUDENT EXPECTATIONS		UNIT PROGRESS TESTS							
		1	2	3	4	5	6	7	8
(4.12)	Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to								
	(A) judge the internal consistency or logic of stories and texts such as "Would this character do this?"; "Does this make sense here?" (4–5);								
	(C) identify the purposes of different types of texts such as to inform, influence, express, or entertain (4–8);								
	(E) compare communication in different forms such as [contrasting a dramatic performance with a print version of the same story or] comparing story variants (2–8); and								
	(J) describe how the author's perspective or point of view affects the text (4–8).								
Objective 4. The student will apply critical-thinking skills to analyze culturally diverse written texts.									
(4.10)	Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to								
	(H) draw inferences such as conclusions or generalizations and support them with text evidence [and experience] (4–8); and								
	(J) distinguish fact and opinion in various texts (4–8).								
(4.11)	Reading/literary response. The student expresses and supports responses to various types of texts. The student is expected to								
	(C) support responses by referring to relevant aspects of text [and his/her own experiences] (4–8); and								
	(D) connect, compare, and contrast ideas, themes, and issues across text (4–8).								
(4.12)	Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to								
	(B) recognize that authors organize information in specific ways (4–5).								

Transparencies



TAKS™ Reading

Reading Test Format	Transparency 1
Mark the Answer	Transparency 2
Look for Key Words	Transparency 3
Choose the Best Answer	Transparency 4
Reread	Transparency 5
Graphic Organizers	Transparency 6

TAKS™ Writing

Revising and Editing Test Format	Transparency 1
Revising and Editing a Passage	Transparency 2
Grammar, Usage, Mechanics, Spelling	Transparency 3
Sentence Fluency	Transparency 4
Focus and Coherence	Transparency 5
Unlocking the Writing Prompt	Transparency 6

directions

Read this selection. Then answer the questions that follow it.

paragraph
number

title — A Special Treat

1 It was nighttime in the woods where Pak and his family were camping. They finished roasting marshmallows and got ready for bed. Pak crawled into his sleeping bag for the night.

2 All was quiet until Pak heard munching sounds. He saw a family of raccoons. They were eating the marshmallows that Pak had forgotten to put away. Pak watched as the raccoons consumed the bag of gooey treats. He knew his mother would look for the marshmallows the next day and that she wouldn't find any. Pak wondered what he would tell her. For the moment, he smiled as he watched the raccoon family enjoy the special treat. His family had liked the treat, too.

underlined
word

selection

question

S-1 In paragraph 2, what does the word consumed mean?

- A found
- B roasted
- C crawled
- D ate

S-2 Pak's mother would not find the marshmallows because —

- F Pak hid them
- G the raccoons ate them
- H it was nighttime
- J Pak put them away



3 Look for Key Words



Question:

- ① Read the question.
- ② Highlight the key words in the question.
- ③ Use the key words to complete this sentence:

Key Words

best

summary

mainly about

paragraph

not

who

what

where

when

why

I need to look for _____

4 Choose the Best Answer



Question:

Read the question. Is it easy or hard for you?
Follow these steps:

Easy Questions	Hard Questions
<ul style="list-style-type: none">① First, think of the answer on your own.② Then read the answer choices.③ Do you see your answer?	<ul style="list-style-type: none">① Read all of the answer choices.② Cross out answers you know are wrong.③ Choose the answer that makes the most sense.

5 Reread



Question:

① Read the question. Do you know the answer?

☐ Yes. Mark the answer. Go on to the next question.

☐ No. Follow the steps below.

② Complete this sentence:

I need to reread to find out _____

③ Which part of the selection do you need to reread?

☐ beginning

☐ middle

☐ end

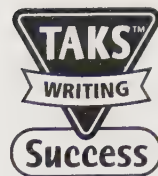
6 Graphic Organizers

A large, empty rectangular box with a thin black border, intended for students to draw or write a graphic organizer.

Graphic Organizer

- ① The graphic organizer shows _____
_____.
- ② Highlight the part of the graphic organizer that needs to be completed.
- ③ In the story, highlight the information already included in the graphic organizer. Then find the missing information.

1 Revising and Editing Test Format



Revising and Editing Sample

DIRECTIONS

Read the introduction and the passage that follows. Then read each question and fill in the correct answer on your answer document.

directions

introduction

Carlos wrote this report about the Statue of Liberty for his social studies class. He wants you to help him revise and edit the report. Read Carlos' report and think about the changes he should make. Then answer the questions that follow.

title

The Statue of Liberty

sentence number

(1) People all over the world recognize the Statue of Liberty.

(2) The huge monument was built in france and then shipped to the United States. (3) It was too big to fit on the ship, it was divided into pieces. (4) A total of 350 pieces were packed into 214 crates. (5) When the ship arrived, the pieces were put back together. (6) The Statue of Liberty now stands on an island in New York Harbor.

passage

question

S-1 What change, if any, should be made in sentence 2?

- A Change *france* to **France**
- B Change *statue's* to **statues**
- C Change the period to a question mark.
- D Make no change

S-2 What is the **BEST** way to revise sentence 3?

- F It was too big to fit on the ship because it was divided into pieces.
- G It was too big to fit on the ship. And it was divided into pieces.
- H Since it was too big to fit on the ship, it was divided into pieces.
- J No revision is needed.



2 Revising and Editing a Passage



① Revise.

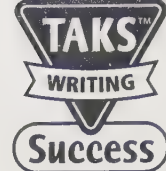
- ☐ Does the composition make sense and flow smoothly?
- ☐ Are the details interesting and all about the topic?
- ☐ Do any sentences need to be changed?

② Edit.

- ☐ Are spelling, capitalization, punctuation, and grammar correct?

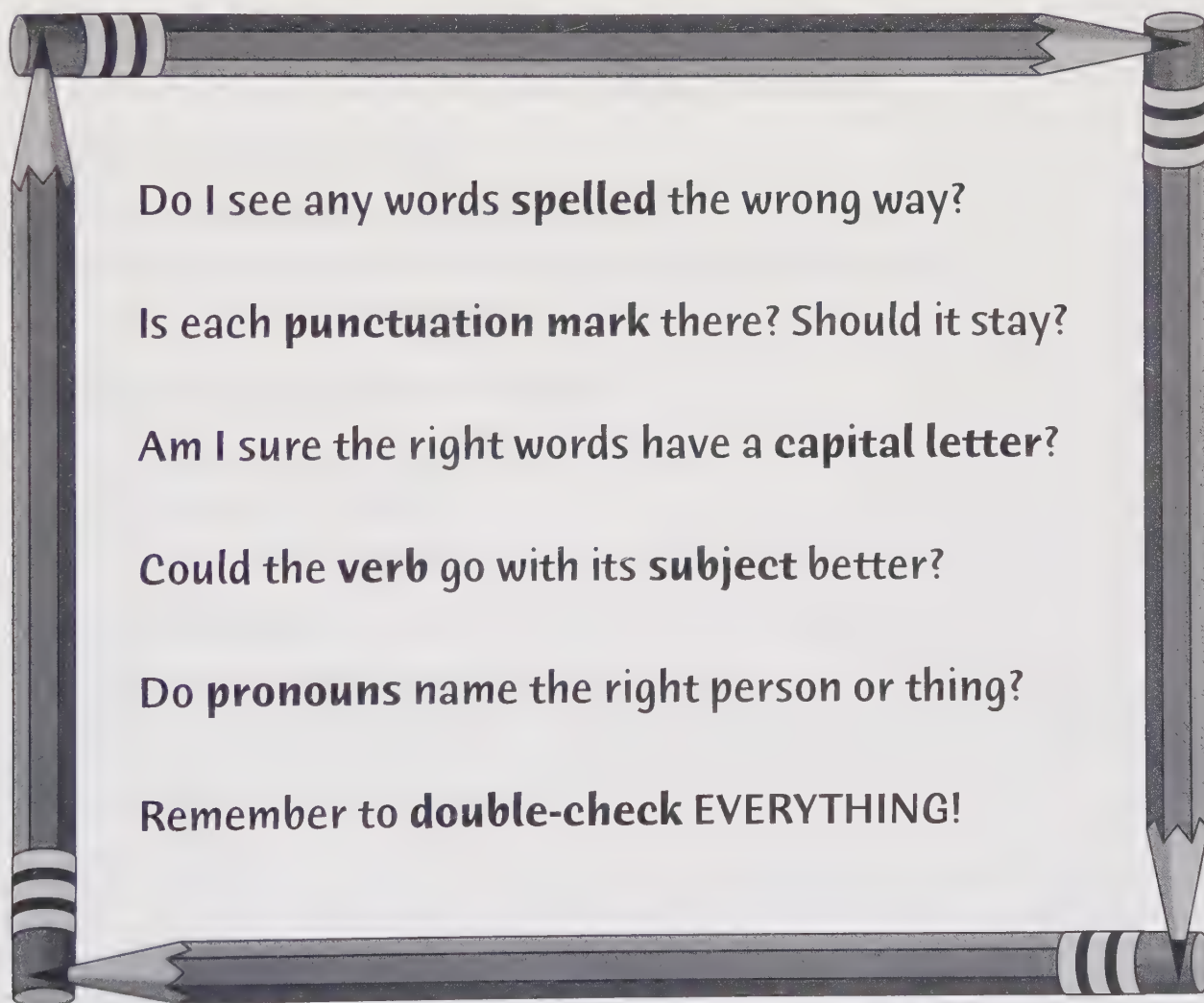
(1) I like to ride my bike on the weekend. (2) On
saturdays, I ride to my friend Tony's. (3) My friend
Tony has a bike, to. (4) An old bike that his brother
gave him. (5) It's rusty. (6) The seat is ripped.
(7) It works fine. (8) My bike is brand new. (9) I
got it for my Birthday. (10) What a great present.
(11) Me and Tony usually ride to the park.
(12) Then we play soccer with some other kids there.
(13) As soon as we get there, I lock my bike. (14) I
don't want anyone to take it! (15) Soccer is fun, but
I like my bike. (16) I can't wait until next weekend!
(17) Were going to ride to the forest prezeve.

3 Grammar, Usage, Mechanics, Spelling



- ① Read the question.
- ② Read and highlight sentence _____.

- ③ Use the rhyme to help you check for mistakes.



- ④ Read the answer choices. Do you see your answer?

4 Sentence Fluency



Question:

① What is the question about? Check one.

☐ **Combine Sentences**

Too many short sentences can sound choppy.
Put them together into one longer sentence.

☐ **Rewrite Sentences**

Some sentences don't sound good. They might
be confusing. Words might be repeated. Rewrite
them to read smoothly.

☐ **Make Sentences Complete**

A sentence tells a complete thought. It has a
subject and a verb.

② Read sentence(s) _____.
Think about what you checked above.

③ Choose the correct answer.

5 Focus and Coherence



Question:

What is the question about? Choose one and follow the steps.

Add a Sentence.

① Highlight sentences _____ and _____.

② First, read sentence _____.

Next, read the first answer choice.

Then, read sentence _____.

③ Repeat with each answer choice. Which one helps you understand the passage?

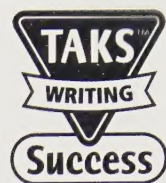
Find the sentence that does not belong.

① Highlight sentences _____, _____, _____, and _____.

② Reread the passage.

③ Which sentence is not needed?

6 Unlocking the Writing Prompt



Write a composition about _____

prompt

① Topic: _____

② Topic ideas:

☐ _____

☐ _____

☐ _____

③ Choose a topic and plan the composition. Use a graphic organizer to brainstorm details.

④ Write your composition.

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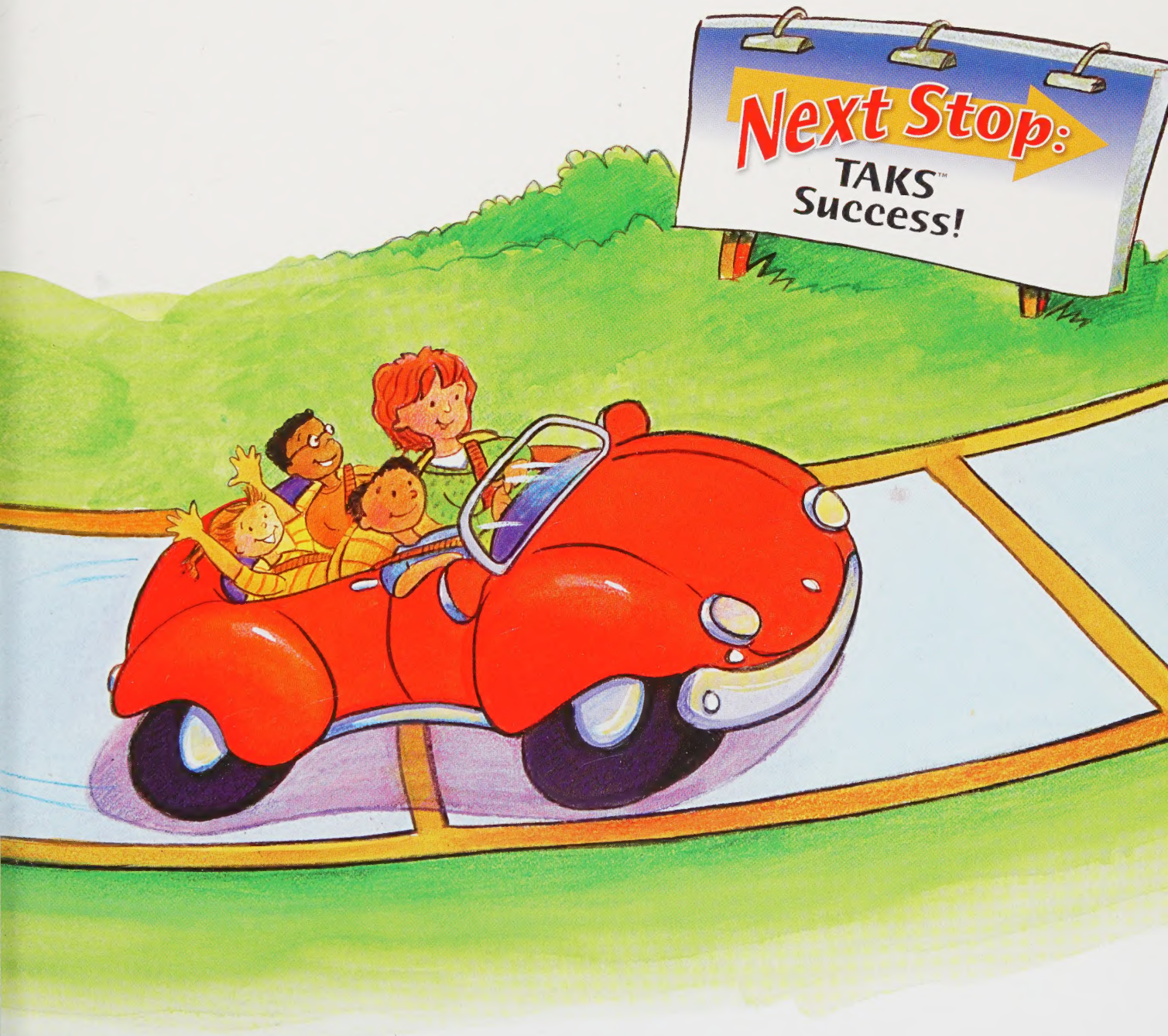
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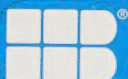
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